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Mass. Dept. of Education

ANNUAL REPORT

MASSACHUSETTS BOARD OF EDUCATION

COMMISSIONER OF EDUCATION

NOVEMBER 15, 1974





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C O M M O N W E A L T H   o f   M A S S A C H U S E T T S

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BOARD OF EDUCATION

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ANNUAL REPORT  
MASSACHUSETTS BOARD OF EDUCATION  
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NOVEMBER 15, 1974

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ANNUAL REPORT

YEAR ENDING JUNE 30, 1974

DIVISION OF ADMINISTRATION AND PERSONNEL

DOUGLAS A. CHANDLER, ASSOCIATE COMMISSIONER



## INTRODUCTION

I am pleased to submit herewith the Eighth Annual Report of the Division of Administration and Personnel. In addition to this summation of the highlights of the Division's operations during the year, detailed reports from each of the Bureaus are attached.

Although it is included in the Division for administrative purposes, a separate report will be filed by the Executive Secretary for the Teachers' Retirement Board. The Bureau of School Management Services will report through the Division of Research, Planning and Evaluation.

The material which follows emphasizes significant achievements in the Division during the fiscal year 1974.

### Bureau of Personnel and Staff Development

Marjory A. Reid, Director

I wish to reemphasize the growing significance of and the need for an amplified well supported Bureau of Personnel and Staff Development. The time has come, I believe, to define the functions of the Bureau in relation to the entire Department and to assign to it full responsibility for all personnel actions and concerns.

The implications and requirements of (1) regionalization, (2) Chapter 766, the Special Education act, and (3) our Affirmative Action Program, all in addition to the regular work load of recruiting, employing and training a very large staff, require total commitment from a Bureau unit which is now much too small. I recommend that the program divisions assign professional and support personnel directly to the Bureau in order that proper and timely services can be rendered to the entire Department.

During the year a major new personnel program was instituted when the Board of Education approved the adoption of a "position planning and review" system. Under this program, each employee will jointly plan his position duties and responsibilities twice each year with his immediate supervisor. This analysis can result in a recommended action plan for self-development leading to an increased level of competency. It is clearly indicated to each employee that this process does not result in an evaluation of his performance; rather, it is a joint appraisal which defines goals, duties, activities and tasks which the employee agrees are achievable.

The Commissioner began the implementation of the program by completing the appraisal process with his Division Heads. They, in turn, carried out reviews with their Bureau Directors. Directors and Supervisors are even now working to complete the initial reviews throughout the Department.

Preliminary employee reaction to the plan and the process are most favorable. All appreciate this opportunity to jointly plan and agree upon job definition, duties, responsibilities and activities, including provision for training when necessary. Carried out in an atmosphere of trust and cooperation, I believe that this plan can improve staff effectiveness and morale immediately and substantially.





## Bureau of Educational Information Services

Richard A. Gilman, Director

The Bureau of Educational Information Services carries out increasingly valuable and comprehensive programs for the Department. The Director has built staff capability to the point that professional results in written and oral communication are expected and achieved.

Having demonstrated full capacity for producing high quality services, I believe that the Bureau's programs should now be funded through the budgetary and appropriation process rather than through "borrowing and begging" as has been the case. With regionalization in process, the Bureau will become an increasingly important support arm for the region and central offices.

As soon as a suitable space is available, I recommend that the 11th floor Resource Center be relocated in larger quarters to provide a room for added services.

I recommend that a bill be filed with the Legislature which would transfer the War Orphans program to the Board of Higher Education where it rightfully belongs.

## Bureau of Teacher Certification and Placement

David L. Fitzpatrick, Director

During the year, the Bureau continued to carry out several demanding programs involving processing applications for certification, review and recommendations related to waiver requests, placement activities and personal counseling of clients with problems. This on-going work of the unit is mandated by statute and regulation; as in the past, it has been accomplished in an exemplary manner by virtue of super effort and dedication on the part of an overworked staff. I repeat my urgent request for increased staff and space for this unit. If the Resource Center is removed as suggested in another section of this report, then this adjacent space should be assigned to the Bureau of Teacher Certification and Placement.

Implementation of program approval procedures under the Interstate Compact began during the year. Excellent visiting committees were appointed, worked diligently with the institutions reviewed, and made recommendations to the Board of Education. Twenty-five programs were approved, one institution was helped to plan for needed changes prior to a second evaluation which may lead to approval at that time. A regular schedule of program reviews is now under way.

The Board of Education appointed the Commission under Chapter 847, the new certification act which became effective on December 28, 1973. The Commission has had several meetings and is setting its priorities for action in the months ahead. Much important work must be done by the Commission as it prepares recommendations for Board of Education approval concerning criteria for teacher performance evaluation and revised requirements for provisional certification.

I recommend that planning begin now for the full implementation during fiscal 1976 of Division status as provided for in Chapter 847.





## Bureau of School Management Services

Leo P. Turo, Director

During the year the Bureau of School Management Services was transferred to the Division of Research and Development. Since the work of the Bureau has been essentially limited to receiving, auditing and reporting on reimbursement entitlements based on the local school committees' Annual Financial Returns, it seemed logical to carry out this function with our computer support staff.

The Bureau, when originally formed, had a much broader mission than that stated above. It was, in fact, designed to offer assistance and support to local educational agencies in forming collaboratives and cooperatives which would be cost effective in providing services such as purchasing, transportation, insurance, building maintenance. This is still an important mission and it is now planned to carry it out through the regional offices. The Business Task Force will continue to offer its valuable assistance to designated personnel who will be responsible for the program.

### Business Office

Gerald F. Lambert, Business Agent

Regarding attaining the goals and objectives defined by the Board of Education, I believe the most efficacious assistance given by the Business Office is contained in the accurate processing of fiscal transactions in accordance with established procedures. The Business Office has attained a 48-hour turnover period for the processing of all properly prepared transactions.

In addition, the Business Office has maintained up-to-date budgetary control records reflecting the rate of expenditure, projected liability, and uncommitted or unencumbered balances of all funds.

Without losing any ground in daily routines, the Business Agent and his assistant have participated substantially not only in the Management Improvement Study, but also in the implementation of the new Bureau of Budget Management and in the individual projects set up for central administrative services.

Within the past year, and with advice from the Comptroller's Bureau, a cash control system has been established and monthly reports of all revenue and expenditure totals have been generated.

Bimonthly reports of account status have been published and administrative memoranda published relative to regulatory and procedural changes promulgated in accordance with Chapter 1230 enacted effective March 12, 1974.

Position upgradings enacted in Chapter 1131 have reached the realization of payroll payment, but not one of the many reallocations has yet been approved for payroll and none of the personnel affected have received any monetary benefit as of the June payroll.

The establishment of the Bureau of Exterior Audit resulted in the transfer to Regional Offices of many auditing positions that for the past several



contributed to internal accounting. This has left a serious void in necessary accounting functions and dictates that additional personnel be added to the Business Office function.

With reference to management improvement, the Business Office continues to function with three permanent supervisory positions: the Business Agent, the Assistant Business Agent, and an Administrative Assistant. Only four positions with accounting titles are assigned to the fiscal control functions and all of these are not only temporary positions, but also categorized as "borrowed" to perform specific program accounting functions.

In the most recent State audits of all Department accounts, there were no serious criticisms of the fiscal functioning of the Business Office and only a few constructive suggestions were made in the audit reports.

#### SUMMARY

This is my final report prior to my retirement for the Division of Administration and Personnel. I wish to express my appreciation to the staff of the Division, to the Commissioner and the Board of Education for tireless and dedicated efforts in behalf of education in the Commonwealth. The support services freely offered by the Division and its Bureaus have been possible only because the few worked so hard for the many.

I am grateful for the opportunity to have been a part of this dynamic Division for the past eight years.

Respectfully submitted,

*Douglas A. Chandler*

Douglas A. Chandler



ANNUAL REPORT

YEAR ENDING JUNE 30, 1974

DIVISION OF CURRICULUM AND INSTRUCTION

MAX BOGART, ASSOCIATE COMMISSIONER





## Bureau of Student Services

The Student Advisory Council has played an active role in a variety of educational matters including legislation, leadership training, school regulations regarding student rights and responsibilities and the gathering of specific data on secondary schools. By increasing its activities, the Student Service Center was able to provide increased services to students throughout the Commonwealth. At present, students are represented on numerous task forces and committees.

The health and drug education unit continued its coordinated health programs with other State agencies to develop innovative approaches. An increased number of schools are now offering courses in driver education. Many workshops were held on citizenship education, drug abuse and health education.

## Bureau of Curriculum Services

ESEA-Title I provided compensatory educational opportunities in 290 communities, programs for migrant children in 13 communities and programs for delinquent children in 10 institutions. Through Title I, about 70,000 children were served, including approximately 8,500 non-public school children. Active participation by the local Parent Advisory Councils was encouraged.

ESEA-Title III brought innovative programs to 43 communities. In addition, ESEA-Title III provided funds to 17 school districts for priority programs in occupational competence and Chapter 766. Based on the successes of their own Title III programs, 13 projects assisted 55 school districts in the implementation of new programs.

Kaleidoscope continued to be a "best-seller" widely read and used not only in Massachusetts but throughout the United States. Special issues were published on (1) open education and public alternative schools, (2) media programs and peripheral programs for teachers and (3) kindergarten and early childhood education.

The Right-to-Read program provided leadership seminars and training in materials and methods to the 12 school districts selected for the first year.

Numerous workshops were held on kindergarten education, environmental education, NDEA-III and the arts and humanities.





### Bureau of Media Services

The Bureau focused on Department priorities by developing these media materials: a TV program series in occupational competence; 2 teacher training series in special education; and multi-cultural programs for bilingual education. Presently broadcasting 58 curriculum series, a total of 1,200 broadcast hours, the Bureau acquired new series in music, biology, science, nutrition, language arts and health education.

All about You, a health series for young children produced through WGBH, has received national attention.

The Bureau continues to strengthen its ties to regional and national media consortia in order to provide Massachusetts schools with a variety of fine television programs.

### Bureau of Adult Education Services

Adult education offerings increased during the past year. New correspondence programs were produced; over 4,000 persons received the High School Equivalency Certificate. Approximately 4,800 students participated in 174 class programs. The audio-visual unit distributed about 45,000 films and increased its services within the Department.

The Bureau was involved in several public relations programs on local radio and television stations.

Adult Basic Education (ABE) services were markedly expanded during the past year. There are now 10 full-time ABE learning centers in the large cities and 44 part-time programs in smaller cities and towns. A Women's Leadership Program was established at Boston University to train women for administrative careers in adult education. With funds from ABE-Title III, special programs were initiated in several cities and towns for adults with special needs.



## Bureau of Library Extension

Through the Library Services and Construction Act, funds were used to stimulate coordination among library services, to extend library service to the previously unserved, to fund pilot projects and to expand existing programs. ESEA-Title I provided funds to 5 communities for Spanish or Portuguese speaking persons. Grants were given to 4 communities for services to the homebound and to 2 communities for half-way house projects. In regard to the Chapter 766 priority, the Bureau conducted workshops on learning materials for children with special needs; basic collections of materials were located in 4 centers.

Attached are the detailed reports from the Bureau in this Division

Max Bogart



## The New England Consortium For The Right to Read

Joseph J. Tremont, Director

This summary report reviews what has been accomplished by the writer since October 15, 1973, under the aegis of the Massachusetts Right to Read Effort.

Eleven Right to Read sites were involved during the school year, 1973-1974: Bedford, Boston, Brockton, Framingham, Mansfield, Marshfield, Needham, Spencer, Springfield, Wakefield and Worcester.

Local Right to Read Directors were designated in each of these eleven sites. These Directors participated in a thirty-day training program throughout the school year, under the auspices of the New England Consortium for Right to Read. Basically, the Directors' training consisted of change-agent skills, developing, and administering a needs assessment, setting up local task forces, becoming acquainted with various and sundry continuous reading progress programs, and doing on-site staff development.

The State Right to Read Director was charged by the National Office to do the following activities; monitor the LEA Right to Read sites, organize the State Educational Agency, set up an In-House Task Force in the State Department of Education, create a Massachusetts Right to Read Advisory Committee; membership in the latter group would consist of interested citizens from the private sector in the Commonwealth.

Additionally, the State Director formed a Right to Read Council, whose members are all college and university reading professors. He requested several reading organizations in Massachusetts to write letters endorsing the Right to Read Effort in the Commonwealth. The State Director also asked Governor Sargent to issue a proclamation, declaring Massachusetts a Right to Read State. The proclamation was signed in December, 1973.

Radio spots and television commercials were created and have consistently appeared on seven television channels and seventy radio stations in the Commonwealth.

The Director spoke to disparate groups about the Right to Read Effort on approximately forty occasions.

A Right to Read Conference was held in April to acquaint superintendents and their key reading personnel in the Commonwealth about the Right to Read Effort in Massachusetts.

A proposal was written and sent to Commissioner Anrig, via Dr. Bogart and Mr. Watson, recommending that the Right to Read SEA compile and distribute a list of all federally and privately funded programs in the Commonwealth that contain reading as an essential component in their programs. The proposal suggests ways in which collaboration and cooperation might result from a series of meetings of directors of these programs over a period of six months.





Finally, The Center for Field Research and School Services at Boston College undertook the evaluation of the Right to Read Effort for the first year. A final report will be sent to this office the second week of September. An oral report, given by Ms. Maida Broadbent to the State Director on August 30, indicates that all of the goals listed in the State Grant Proposal to Washington, dated January 14, 1974, have been met.





## Bureau of Media Services

Brian Brightly, Director

The most progressive and significant event in the past year for the Bureau (sometimes called The 21 Inch Classroom) has been state funding for school television and related media services. Massachusetts now brings programming to all children supporting the concept of equal educational opportunity. All schools have been encouraged to review and select the visual curriculum that is appropriate to their plans.

The spin-off from this legislative act has produced positive results. The Bureau has responded to several of the Board of Education priorities. Occupational competency became a concern in the thirty-five state consortium production of "Bread and Butterflies". This fifteen program series supported by the Division of Occupational Education will deal with attitudes and feelings about careers, forming a foundation on values relating to the work ethic for our youth. Two other series produced and ready for implementation were in the area of Special Education Teacher Training. In cooperation with Title III staff, Lexington Schools and the State of Maryland, the Bureau purchased media materials for regional office use by local educational agencies. The Division of Special Education provided staff for utilization workshop activity.

In its continuing concern for bilingual education the Bureau produced several multi-cultural programs for the Spanish and Portuguese children. Working directly with local schools media curriculum was developed for children in Holyoke and Fall River.

The Bureau continued to acquire new series in music, biology, science, nutrition, language arts and health education. We have had a 35% turnover of program material and now broadcast some 58 curriculum series using 1200 broadcast hours.

The Bureau continues to have impact nationally as we produced through WGBH, Channel 2 a major health series, ALL ABOUT YOU, for elementary school children. Funded by The Agency For Instructional Television, this series will be used by over 100 educational television stations in the country.

This fiscal year we have encouraged inter-state cooperation and can boast of providing the leadership in developing consortium activity, sharing resources with our respective states. Development in the metric system, reading skills, bi-centennial and special education will continue because of the formal network now in process.

Our goals in the future are in the areas of assessment, formative evaluation and increased staff to coordinate and assist in each of the regional offices of the Department.



Bureau of Library Extension

Charles Joyce, Director



## Federal Government and Libraries

Tentative proposals for a new Presidential commitment to libraries appeared in the President's education message to Congress in January, but he made clear that state and local authorities should bear the primary responsibility for the maintenance of libraries. Moreover, substantial cuts in federal funds for libraries appear in his budget sent to Congress. Federally-funded projects were necessarily slow in developing in FY74. It was not until mid-December that the impounded FY73 and the FY74 appropriations were released. The Bureau's situation was made more difficult by the loss of staff in FY73 and their replacements not appointed until well into the second half of FY74.

### HR69

Legislation to extend and amend the Elementary and Secondary Education Act, including its Title II school library resources program, has been the major piece of education legislation in process of enactment in fiscal 1974. As of June 30, although both House and Senate had passed ESEA extension bills earlier in the year, the measure was still being hammered out in provisions affecting other than library programs. HR69 is a compromise between those who sought a continuation of categorical grants for library programs and those recommending consolidation. The library program is to be consolidated over a period of 2 years, rather than all at once, with the consolidation itself being called "Libraries and Learning Resources" rather than "Support Services." The new consolidation's provisions are expected to include (1) forward funding: Congress must appropriate money a year ahead of time; (2) phase-in consolidation: FY75, categorical programs; FY76 - 50 per cent of appropriation for consolidations and 50 per cent for categorical programs; FY77 - 100 per cent consolidation.

### ISCA

Funding in FY75 for the services authorized by the Library Services and Construction Act is not yet complete. Funding levels recommended by the President in his budget transmitted to Congress in February total \$25 million for Title I and no monies for Title II (public library building and construction) or for Title III (inter library cooperation). In contrast, House action recommends \$46.7 million to provide Title I and Title III services.

### Revenue Sharing Roundup

Data on Revenue Sharing funds gathered by a Bureau questionnaire shows that few public libraries benefitted from the State and Local Fiscal Assistance Law (PL 92-512). With responses received from 80 per cent of the public libraries in the Commonwealth, only 67 of the 683 public libraries received revenue sharing monies.

The revenue sharing legislation was expected to take the place of categorical grant programs such as the Library Services and Construction Act. It failed in Massachusetts where more than 50 per cent of the few recipients indicated that the money was used to substitute rather than augment library funds derived from local sources. Library Services and Construction Act funds, in contrast,





are in addition to local monies and do not supplant them. LSCA funds have been used to stimulate cooperation and coordination among all types of library and information services, to extend library service to the previously unserved, to fund pilot demonstrations, or to expand already existing library programs.

The period of time covered by the questionnaire extended from the beginning of revenue sharing, January, 1972 to May, 1974. A total of \$3.1 million was received by public libraries in local revenue sharing funds during that period: \$1.4 million for non-recurring capital expenditures and \$1.7 million for regular operating costs. The total amount of local revenue sharing money for Massachusetts during this period was over \$282.4 million. Despite the fact that public libraries were listed among the high priority uses for these funds, only 1.1 per cent of the local revenue sharing funds available to Massachusetts cities and towns were allocated for public libraries.

Revenue Sharing is not accomplishing for public libraries what has been possible with the categorical federal aid library programs now facing the threat of discontinuance. The basic weakness of revenue sharing is tied closely to the distribution of funds directly to the cities and towns because it results in:

- fragmentation and no incentive for cooperation and coordination of library resources
- overall reduction of funds for libraries which are given a low priority by local fiscal officials
- lack of financial support for extra-jurisdictional systems to maximize accessibility of users to resources in all types of libraries beyond the local city or town





## Encouraging Needed Legislation (State)

Board and Bureau activities in relation to 2 of the following 3 bills under consideration during the current legislative session identified them as proactive rather than reactive forces in the legislative process.

A series of twelve meetings were scheduled in October and November by the Bureau as a first step in assisting the Board of Library Commissioners in formulating 1974 library legislation for submission to the Massachusetts General Court. All Massachusetts librarians - school, public, academic, and special - as well as library trustees, friends and supporters of libraries were invited to attend. Bureau staff chaired the meetings and were assisted in the small group discussions by resource designees representing such state-wide library groups as the Massachusetts Library Association, the Massachusetts School Library Association, the local chapter of Special Library Association, Hospital Librarians of Massachusetts, the Massachusetts Audio-Visual Association, and the Massachusetts Library Trustees Association.

Discussion centered on the formulation of a bill to fund such library services as:

- Inter-type library cooperation involving academic, public, school, institutional, and special libraries
- School media services
- Library service to state and county institutions
- Direct state aid grants
- Backstopping regional library systems

More than 400 participants were represented at the twelve meetings which took place in the public libraries in Andover, Boston, Cambridge, Fitchburg, Northampton, Orange, Pittsfield, Quincy, Springfield, Taunton, and Worcester as well as the Cape Cod Community College.

S786, a Comprehensive Library Media Services Bill, is the culmination of this series of twelve regional meetings. It reflects the views on the kinds of library media services and activities which these 400 persons - representing school, public, academic, and special libraries - thought should be packaged in a single bill calling for \$8.3 million. The bill seeks to have the Commonwealth accept responsibility for funding services now financed only with federal funds: interlibrary cooperation, school library media services, library services to the handicapped and institutionalized, research and development. At year end, the bill remains alive due to the efforts of the regional meeting participants who have been communicating with their state legislators on the merits of the bill.



H2267, a Bill to Further Regulate State Aid for Free Public Libraries was filed by the Massachusetts Library Association and endorsed by the Board of Library Commissioners. The bill would increase the per capita level of support for the two currently operating state aid to public libraries programs. At year end, H2267 is experiencing a brush with death, having been included in a list of other bills to be referred to a special study commission. Unless extracted from the list and recommitted to House Ways and Means, the bill could fail to be enacted in the current legislative session.

H6069, a Bill on Obscene Matters, based on one filed by the Attorney General of the Commonwealth, was signed into law by Governor Sargent on June 28 as Chapter 430 of the Acts and Resolves of 1974. The Chairman of the Board of Library Commissioners, together with members of the Bureau staff, worked closely with the Attorney General's office on amending the original bill. In cooperation with the Massachusetts Library Association and the Civil Liberties Union, they undertook a major effort to acquaint state legislators with the significance for librarians of the proposed obscenity legislation. The final legislation, while a compromise, contains an affirmative defense clause protecting librarians in both the "obscene" and "harmful to minors" categories. Unsuccessful was the attempt to include audio visual materials in addition to books in mandatory in rem procedures.





Respect for the Community of Man  
and  
Equal Educational Opportunity

The number of librarians concerned with the non-English speaking is continuing to grow. In FY 1974, the following communities received LSCA Title I funds to serve Spanish or Portuguese speaking residents: Lowell, New Bedford, Salem, Springfield, and Stoughton. Service to the homebound also continued to attract the attention of libraries with the following communities receiving grants: Boylston, Leominster, Peabody, and Quincy. The interest in half-way houses was a trickle, with only two small town libraries, Halifax and Topsfield, initiating the first programs with federal funding in this area.

The potential of video-cable is being explored by an ever-increasing number of librarians. It should result in a cadre of librarians able to fully utilize any public access cable TV channels which become available. Already several librarians have spearheaded the formation of citizens' advisory committees on cable television in their communities. Probably one of the most advanced programs in Massachusetts is that of Haverhill's public library which combined funding from the Massachusetts Council on Arts and Humanities with an LSCA grant to add a video production area and hire an audio-visual coordinator. In the fall the broadcast of the first local origination programming took place (the cable station with high school football and the library with a documentary program on recycling in the city). Citizens for the first time became aware of the potential of cable and also that there were production facilities at the library available to them to get their message through to fellow citizens. Video production classes were held during the month of January with the result that 55 people have been approved to borrow video equipment. The library is producing its own collection of video tapes. To date it has videotaped its ethnic festival series which covers Afro-American, Polish-American, Irish-American, Jewish-American, and French-American cultural activities. Other titles of their productions include: Woodcarver - Edgar Sacks; Crime and Correction; the Energy Question; What is an Antique?; and Haverhill - Our City's Past. In production are a tape on the elderly and one on urban renewal.

The new Massachusetts Special Education Law, Chapter 766 of the Acts of 1972 has had an impact on the public library as well as the local school system. One of the projects chosen for development by member librarians in the Eastern Region has been Exceptional Persons: Meeting their Recreational and Informational Needs. Originally funded in FY 1973, the program now needs to be expanded because of parent and teacher interest generated by Chapter 766. It is an area about which librarians along with most other citizens have little knowledge. 131 of them attended a series of 1/2 day workshops held to acquaint them with learning materials designed for retarded or learning disabled children. Those librarians who returned the evaluation sheets expressed the view that the session had stimulated a fresh awareness of the needs of these two particular groups and had aroused in them a desire to extend services to exceptional



persons. They also expressed the need for additional training in using the specialized materials and assistance in reaching potential users. It is an especially fruitful area in which the public library can complement and supplement the school library program.

The basic collection of materials purchased for each of four Regional Deposit Centers consists of:

- (a) 1000 books: High interest/low vocabulary level materials, some in paperback.
- (b) 1142 toys and games: Manipulative and/or kinesthetic materials designed to teach or reinforce basic concepts and to develop perceptual and motor skills.
- (c) 102 record albums: Recorded books, specially paced music for singing and for movement and rhythm, and exercises to develop listening skills.
- (d) 191 cassettes: Recorded books for non-readers and retarded and learning disabled children who are poor readers.
- (e) 70 sound filmstrip sets: Folktales, fiction and information in a visual-aural format; about half are to interest, inform, and motivate teenagers with reading problems; the rest present simple concepts and information for young children.
- (f) 12 sets of 8mm silent film loops: Consisting of "loops to learn by," short films that teach a basic concept or skill such as how to tie a shoe; information (and entertainment) in a visual format.
- (g) 4 8mm sound film loops: Captioned song-stories for young children, designed to develop reading readiness; they are informational and entertaining as well as instructive.
- (h) 4 16mm films and 1 sound filmstrip: Information for lay people about retardation and learning disabilities; three of the films are for use with adults, particularly parents; one film and the filmstrip could be used effectively to educate children about handicaps and exceptionality.
- (i) 4 sets of the Toy Library: Developed by the Far West Laboratory for Educational Research and Development.

A number of libraries are beginning to feel pressure from parents in their communities for information about various kinds of handicaps and for materials to use with disabled children. The Eastern Regional Public Library System's Children's Specialist has answered requests for information about resources for children with special needs from such communities as Melrose, Quincy, Cambridge, North Andover, Marblehead, Swampscott, Wrentham, Canton, Carlisle, Marshfield and Brookline.

The Brookline Public Library and the Brookline School System cooperated in a series of workshops to acquaint librarians with Special Education Law 766 and with the capabilities and limitations of various types of exceptional children. The Brookline program could serve as a prototype for similar sessions in other communities. In smaller communities, teachers, parents, and other agency personnel might be included.





The present collection of materials is only large enough to serve as a demonstration - exhibit - workshop collection, a starter-collection, as it were, to create awareness of the existence and uses of the materials and to stimulate member libraries to begin to develop their own collections. This was the original intent of the grant. But with the impending implementation of Chapter 766, there are increasing requests for these kinds of materials. What is currently available in these 4 deposit collections can only begin to satisfy the demand.

The Library as a Crisis Center is another of the projects developed by the Eastern Region with federal funds. A committee of member libraries chose to concentrate on the following four areas: The Single Parent, Organizing for Better Housing, VD - A Massachusetts Crisis, and The Community and the Handicapped Adult. The purpose of this project is to give libraries and community groups an opportunity to put on meaningful programs providing vital information to their local adult populations. Each package consists of (1) Pamphlets (2) Films (3) Program Resource Lists (4) Suggestions for Programs, including names of possible speakers, (5) Publicity Tips.

An Interlibrary Network Radio Project founded with LSCA Title III monies involves 4 colleges, 3 vocational schools, and both public libraries and school libraries in 12 cities and towns of the Greater Lowell area.

The project will operate Radio Station WLTJ during the hours of 8:00 am to 3:00 pm Monday through Friday. This is a fully equipped station which now operates only from 3:00 pm until 11:30 pm. The radio station will supplement library services now being offered and provide a means of communication through news programs directed to library users.

Programming will include live dramatic presentations, talking books for the blind, children's programs, and music programs. There will be Spanish language news programs and cultural programs in foreign languages.

The drama and music departments at Lowell State College are participating in the activity. The Spanish language department at Lowell State has indicated a desire to cooperate. Some of the staffing will be through the Emergency Employment Act program, some will be by the Retired Citizens Volunteer Program, and some will be by students at Lowell State and Lowell Tech.

The project is planned for one year, during which an effort will be made to develop toward an educational radio station with enough public support to justify its continued support from the agencies being served. Second year funding will be sought through Work-study programs at both colleges, and from the City and the towns being served.



Participating libraries and agencies include: (a) 3 vocational schools: Greater Lowell Regional Vocational School, Shawsheen Valley Technical School, Nashoba Regional Vocational School; (b) 4 colleges: Middlesex Community College, Lowell Technological Institute, Lowell State College, Merrimack College; and (c) 12 school libraries and 12 public libraries in the following municipalities: Lowell, Chelmsford, Bedford, Carlisle, Billerica, Burlington, Wilmington, Tyngsboro, Dunstable, Westford, Tewksbury, and Dracut.

These programs are simply illustrative of those which the Bureau has funded with LSC monies. As with every other profession, the need for continuing education for librarians is of utmost importance. New materials and equipment, changing standards of service demand new knowledge and skills. Programs which provide librarians with a prototype for developing other services are an excellent means of continuing education.

Librarians are changing attitudes and becoming more responsive to the needs of those unserved persons who do not fit the traditional library patron image. Their success in convincing trustees and/or town officials is still limited and it is generally only through outside funding that they are able to inaugurate substantive new programs. Categorical aid may not rank high with the present administration in Washington but reports indicate that general revenue sharing is not producing the same results. The best that can be said for revenue sharing is that it has helped to maintain the status quo.





## Libraries, Schools, and the Educational Goals for Massachusetts

In carrying out Commissioner Arrig's Plan to Direct Resources in Fiscal Year 1974, the Bureau gave special emphasis to two program areas: (a) occupational competency and (b) equal educational opportunity. This was accomplished in part by special purpose grants via Title II of the Elementary and Secondary Education Act and by Titles I and III of the Library Services and Construction Act.

### ESEA Title II Special Purpose Minigrants

With the realization that FY 74 would be a year of preparation for implementation of Chapter 766, the Bureau of Library Extension awarded ten grants amounting to \$30,000 to schools in Barnstable, Belmont, Boston, Framingham, Hadley, Holden, Methuen, Sudbury, and Worcester.

A Special Education Instructional Materials Center for Teachers and Children has been approved and will be begun as a FY 74 Title II project. The center, inspired by the passage of Chapter 766, will house a large multi-media collection of professional and demonstration teaching and learning materials for children with special needs. It will serve the area Cape communities.

Software grants for the study of minorities and women were awarded to schools in Boston, Cambridge, Hingham, Kingston, Lawrence, North Reading, Pembroke, Plymouth, Somerville, Watertown, and Worcester. The total amount of these grants was \$27,500.

Combining Occupational Education and woman's studies, a parochial high school in Hingham will offer a course entitled "Greater Recognition of Opportunities for Women" with ESEA Title II funds. An elementary school in Watertown is utilizing its minigrant to provide materials on the role of women in society.

Materials for elementary and junior high school career education programs, and for occupational education programs in comprehensive and vocational high schools were awarded to schools in Bedford, Brewster, Marshfield, Medford, North Dartmouth, Oak Bluffs, Pittsfield, Rockland, Watertown, Westport, Whitman, and Worcester in the total amount of \$45,000. In junior high schools in Pittsfield and Worcester, for instance, mediated approaches to the understanding of career fields will be presented.



## Cooperation With Other Agencies

### College library media program evaluation:

Representing the Department of Education and sponsored by the National Council on Accreditation of Teacher Education, Suzanne Noonan served on the accrediting team of Shepherd College in Shepherdstown, West Virginia, in October 1973. Ms. Noonan's chief responsibility was to evaluate the college's library collection and its educational media program in relationship to the preparation of teachers for contemporary elementary and secondary curricula.

### Library media specialist education:

During the Spring semester of 1974, Suzanne Noonan conducted a 15 week graduate-level course in Administration of the Library Media Center for Boston University, Department of Education, Division of Educational Media. The course is part of an academic program leading to a master's degree in education (educational media), and is applicable to the Massachusetts certificate for School Librarian and/or Audiovisual Media Specialist.

Mary Litterst and Brian Donoghue of the Bureau Staff were cited for their contribution to the 1974 publication of *Education Journals: A Union List of Holdings in 35 special, academic, and school libraries*.

The publication was the product of LEARN (Libraries in Education and Research in the Northeast). The publication stands as a record of the publication history of educational journals in the United States and of those significant international journals which are so important a part of larger education collections.





## Search for New Quarters

An analysis of the Bureau's facility and space requirements as they relate to its programs, activities and client needs was the major project assigned to a new member of the Education Specialist staff. Purpose of the facility and space needs assessment was to determine if the present location, occupied since February 1965, is conducive to effective and efficient implementation of program activities. Methodology included preparation of a facility space/location needs assessment with input from the Bureau staff, and making on-site studies of physical plants to determine their suitability in relation to space needs requirements. The conclusion that the present location is unsatisfactory included a recommendation that the Bureau of Library Extension relocate in the suburbs west of Boston and preferably near the junction of Route 128 and the Massachusetts Turnpike. On June 27, the Board of Library Commissioners accepted the staff recommendation to relocate in the Wellesley area. In the next 6 months, actions and procedures will be initiated to bring this relocation proposal to reality.



Bureau of Curriculum Services

Robert A. Watson, Director



Annual Report of Title I, ESEA

Fiscal 1974

Massachusetts Department of Education

Dr. Gregory R. Anrig, Commissioner  
Thomas J. Curtin, Deputy Commissioner

Division of Curriculum and Instruction

Dr. Max Bogart, Associate Commissioner

Bureau of Curriculum Services

Robert A. Watson, Director

Title I Staff

Robert L. Jeffery, Project Director, Title I, ESEA  
Daniel A. McAllister, Project Director, Migrant Education  
Joseph A. Bodanza, Educational Specialist III  
Michael D. Crampton, Educational Specialist II  
Thomas F. Donahue, Educational Specialist III  
Margaret L. Droney, Educational Specialist III  
Charles K. Hills, Senior Accountant  
Ardith J. Kohn, Educational Specialist II  
Blanche M. Martin, Educational Specialist III  
Francis McConas, Semi-Senior Accountant  
Arthur E. Mighault, Educational Specialist III  
Shirley J. Roberts, Educational Specialist III  
Clare M. Walsh, Educational Specialist III  
Richard S. Zusman, Educational Specialist II





### TITLE III, ESEA

Forty-three projects received continuation grants during fiscal 1974. Over one hundred fifty school districts felt the impact of Title III funds this past year. Approximately 2.8 million dollars was disbursed to support a wide variety of programs in the elementary and secondary schools of the Commonwealth.

Early childhood, environmental education, teacher training and integrated arts represent only a few of the areas in which Title III has concentrated. A complete description of Title III programs is contained in a recent issue of Kaleidoscope.

In addition, a little over a half million dollars (1973 impounded money) was granted seventeen communities:

- (a) programs to increase occupational competence among high school general students
- (b) implementing Chapter 766

Another thirteen Title III projects assisted fifty-five school districts with the implementation of new programs. The whole idea of this effort was to move successful practices from one district to another.

During the course of the year many workshops were conducted for the purpose of providing technical assistance to LEA's.



# TITLE I, ESEA ANNUAL REPORT FY '74

## Programs

The Title I Office has administrative responsibility for the following programs:

	<u>Allocation</u>	<u>No. Programs</u>	<u>Communities</u>
Children of Low Income Families	\$28,106,284	368	290
Institutions for Delinquent Children (Dept. of Youth Services)	152,282	2	10 sites
Children of Agricultural Migrant Workers	285,747	4 school year projects, 13 summer projects.	Serves approximately 900 children
Follow Through Grant	19,214	State Technical Assistance	
NDEA Student Loan Cancellation		Identification of public and private schools which serve low income areas	
Part C - Urban and Rural Grants	713,303	10	10 (large c

In FY'74 the unduplicated count of children served in both public and private schools was 69,923. Of this number, 8,504 were non-public school children.

## Grade Levels Served

<u>Public Schools:</u>	Pre-K and K	- 15%
	Grades 1-3	- 50%
	Grades 4-6	- 27%
	Grades 7-12	- 6%
	Special	- 2%

In reading, school year programs, the grade equivalent gain rates met or exceeded the national average rate (1.0) in grades 1-8, except grade 5.

In arithmetic, school year programs, the grade rates met or exceeded the national average rate (1.0) in grades 1-7.



## Title I Staff

On June 30, 1974, the Title I staff strength was authorized as follows:

- 1 Project Director (Title I)
- 1 Project Director (Migrant Education)
- 7 Educational Specialists III
- 3 Educational Specialists II
- 1 Senior Accountant
- 2 Semi-Senior Accountants
- 1 Senior Bookkeeper
- 5 Secretaries

## Operational Role

The operational tasks performed by the supervisory staff for each of the Federal programs are identified below:

P.L. 89-10 - Title I, ESEA - Educationally disadvantaged children in low income areas and children in institutions for neglected and delinquent.

- a. Consultation with L.E.A.'s to develop project proposals.
- b. Application review, negotiation and approval.
- c. Technical assistance through regional workshops.
- d. On-sight management review of local projects, utilizing task force approach in urban areas.
- e. Dissemination of program information through guidelines and workshops.

P.L. 89-10 - Migrant Education

- a. Development of state application.
- b. Identification of migrant children.
- c. Establishment of regional education centers to serve children.
- d. Technical assistance through regional workshops, evaluation, and dissemination.

P.L. 88-452 - Follow Through

- a. Recommend prospective grantees to U.S.O.E.
- b. Develop state application for Follow Through assistance grants
- c. Promote philosophy of Follow Through





NDEA Student Loan Cancellation Program - Supplementary 5% loan cancellation for teachers serving in low-income schools.

Headstart - Pre-school program for low-income children.

### Dissemination

Massachusetts Guidelines for Title I - New edition of Syllabus outlining Title I, significant State and Federal guidelines, application procedures and fiscal requirements.

Exemplary Programs - Described in 15 page pamphlet.

Parent Advisory Council workshops - general information, needs assessment, and evaluation.

### Title I Workshops

Periodic workshops dealing with evaluation, general information and needs assessment were conducted in all regional centers beginning in September of 1973 and concluding in May of 1974. These were conducted by Title I director and staff, including our evaluator. Sessions were attended by superintendents, local Title I directors and by parents. Attendance at these meetings was excellent.

Communication Skills and Arts Workshops were conducted at all regional centers during the month of May, as a suggestion for possible summer program activity.

Title I Staff Workshops - In-service days for the review of pre-school, reading and counseling programs were conducted as follows:

September	- Boston Regional Office
November	- Worcester Public Schools
January	- Springfield Public Schools

### Parent Advisory Council

Monthly meetings have been conducted by the executive committee of the State PAC. This group sees as one of its major roles the dissemination of information back to the local PAC representatives. PAC representatives in each county have attended the general information workshops conducted by the Title I staff. State PAC elections were held in March. Active PAC participation is expected in planning an Education Fair for November, 1974.





### Related Title I Activities

The Title I staff conducted management reviews in FY'74 as follows:

November - Boston Sub-System  
January - Department of Youth Services  
April - Somerville

O.E. reviews were conducted in Massachusetts as follows:

October - December - Department of Youth Services  
February - Review of Massachusetts Title I

### 1975 Goals for Title I

1. Coordination of regional Title I staff and central office in processing of applications.
2. Longitudinal sampling study of Title I students.
3. Development of video cassettes of Title I project activities.
4. Development of formalized approach to staff development through systematic in-service training program in areas of needs assessment, comparability, evaluation, program content, and fiscal management.
5. Promote parent involvement at local and county levels.
6. Implement regional workshops for local Title I directors in areas such as needs assessment, private school participation and evaluation of the affective domain.



## Metric Education

The Department of Education organized an Advisory Committee on Metric Education composed of department staff, elementary, secondary, and college level educators. Its assignment was to study ways and means by which teaching about metric system could be incorporated into the curriculum of the public schools of the state.

The task force drafted a Position Paper on Metric Guidelines for Consideration by the Board of Education. This report was accepted as an interim report by the Board of Education Regular Meeting -- May 28, 1974.



THE COMMONWEALTH OF MASSACHUSETTS

Department of Education

ANNUAL REPORT

Title III of the National Defense Education Act

For Fiscal Year Ending June 30, 1974





### NDEA TITLE III

The NDEA Title III picture during the past two years was complicated due to the impoundment of funds by the President which resulted in the FY 73 funds (\$1,023,000.00) and the FY 74 funds (\$571,000.00) not being released until January, 1974. At this time notices were sent to all school systems urging them to proceed at once with their FY 73 proposals, which had received departmental approval on October 9, 1973, and to begin writing FY 74 proposals for a mid-April deadline. The President also signed on April 19, 1974 authorization to spend FY 73 and FY 74 funds in FY 75.

Due to the unusual circumstances, many schools found it necessary to make changes in their FY 73 proposals. This resulted in considerable time being spent reevaluating these proposals and working out sound educational revisions with the local school staff. Many meetings were also held with proposal writers to insure that the FY 74 proposals would be of high quality and deserving of funding.

#### I. PROGRAM OBJECTIVES

The basic objective of the program is the development of proposals for improving instruction in the twelve "critical" subject areas. These plans are to be developed based on locally assessed needs, by staff involving teachers, expressed in terms of behavioral objectives and appropriate designs for significant evaluation. The submitted applications are judged in terms of the potential for accomplishing these objectives, with the support of a list of relevant teaching aids for which reimbursement is requested. Specific program objectives are:

- A. To generate projects based on a program with well defined local behavioral objectives
- B. To convince local education agencies of the need for a shift of emphasis from hardware to planned programs
- C. To develop "model" proposals in needy communities which we will reimburse more than 50%
- D. To produce a substantial increase of desirable and promising practices
- E. To encourage utilization of improved teaching methods and teaching aids
- F. To develop improved techniques for program monitoring
- G. To improve methods of evaluation, and to recycle this information into more effective management procedures



- H. To improve state supervisory and curriculum leadership through staff training and expansion

### 2. MANAGEMENT ACTIVITIES

- A. Project Development - Due to the lateness of notification from Washington, it was decided to use the same guidelines as the previous year. This provided a familiar vehicle for the LEA's and saved much valuable time and expense on the Department's part. Each regional office was visited at least once a month to provide assistance for the LEA's in proposal development.
- B. Review - The entire concept of proposal review was revised as a result of personnel shifts within the Department over the past two years. Meetings were held with each of the regional office directors and their cooperation was attained in providing readers for the proposals submitted by the LEA's in their region. This provided a necessary service for the Project Director and also permitted the regional offices to become more aware of the needs within their region.
- C. Monitoring - To the extent that limited staff permits, approved projects are monitored by auditors and professional staff visits. The logistics of monitoring over 400 FY 73 and 200 FY 74 projects indicates the weakness of this part of the program.
- D. Reporting - All approvals require an evaluation report by the LEA to be submitted at a suitable time assessing the degree to which the planned objectives have been accomplished. The results of an analysis of these reports, together with the monitoring visits of the staff will be reviewed as they become available, and will be used as a guide to management decisions regarding the 1975 program.

### 3. ACHIEVEMENT OF OBJECTIVES

Approximately 450 proposals for improving instruction in the critical subjects were submitted for FY 73 and of these 411 were approved for \$992,504.13. (Note - some money is being held for Boston for both FY 73 and FY 74 pending legal determinations.) For FY 74 266 proposals out of approximately 300 have been approved for \$541,539.95. Due to the delays in Washington, no model proposals were funded in FY 73 and only one was funded for FY 74.

- A. Satisfactory project applications were received to utilize the entire allocation of funds.
- B. The approved projects met the criteria for careful planning of programs as a justification for the purchase of equipment and materials.
- C. As reported above only one model proposal was approved.
- D. The requested equipment reflected greatly improved teaching





practices.

- E. Many project described extensive teacher training plans.
- F. Projects detailed much greater emphasis on supervision and monitoring by local staff.
- G. Evaluation reports are currently being received and analyzed. Information thus developed will be used in the management activities for the current year's program.

The first and second management activities were to generate effective proposals to utilize the allocations of funds for NDEA Title III, and to review the projects submitted. This has been accomplished.

The third management activity of monitoring the approved projects will be limited by lack of staff. An active schedule of program visits by the Project Director, and visits by Department staff members (especially from the regional offices) in conjunction with other assignments will be the extent of the monitoring that can be accomplished with current staffing patterns. The project Director will analyze and report on the evaluation reports submitted by the staff and by the local administrators, and provide the required reports.

#### 4. DESCRIPTION OF MODEL PROJECT

Belchertown, Massachusetts - 74-281-1D - Music  
This project has been approved as a "model" or exemplary project for special reimbursement (75%) of \$22,497.69. The concept of this proposal is quite different in that it will combine the areas of music, dance, photography, narrative and production to present a program called Photo-Musicale. It is a multi-media program involving the schools concert band, and students from the modern dance class, photography club and media production class plus professional assistance from the community. The program utilizes a nine by thirty-six foot sectional screen, ten slide projectors and two thousand slides. The senses of sight and sound are stimulated by portraying a theme done through a synchronization of music, dancing, slides and narrative.

#### 5. REIMBURSEMENT

All projects for FY 73 and all but one (Belchertown) for FY 74 were funded at 50%. If legal problems do not again occur in Washington thus delaying the implementation of NDEA Title III, it is hoped that more model programs will be developed for FY 75.

- 6. With increasing dependence on sophisticated technology to improve and individualize instruction, and with implementation of programs of study developed under grants from the National Science Foundation, and other foundations and professional organizations, the need for financial support by schools is





rapidly intensifying far from outliving its usefulness. NDEA support is more and more becoming a catalyst for improved instruction.

Although many fine programs were approved, many others had to be disapproved for lack of funds. The reduced funding from FY 73's \$1,023,000 to FY 74's \$571,000 along with the frustration caused by the Presidents actions, has caused disenchantment with some LEA's. This is being reflected in the reduction of proposals submitted (FY 72 - 500, FY 73 - 450 and FY 74 - 300) over the past three years. However the need is still there and in Massachusetts this need will be increasing by the implementation of programs such as Ch. 766. An increase in NDEA Title III funds could help to meet the special educational needs of the children covered by Ch. 766 as well as all other children.



BUREAU OF TRANSITIONAL BILINGUAL EDUCATION

ERNEST J. MAZZONE

DIRECTOR



ANNUAL REPORT  
YEAR ENDING JUNE 30, 1974

BUREAU OF TRANSITIONAL BILINGUAL EDUCATION

PART I ADMINISTRATION AND SUPERVISION OF THE PROGRAMS:  
PROGRAMS, OBJECTIVES, AND ACTIVITIES

In its second full year of operation, the Bureau of Transitional Bilingual Education was engaged in a number of programs and activities related to the provisions of Chapter 69, Section 35, Bureau of Transitional Bilingual Education and Chapter 71A, Transitional Bilingual Education.

As a result of the implementation of regionalization and decentralization plans issued by the State Board of Education, the Bureau of TBE has begun to adjust its description of Programs and Objectives from five programs to two. However, five programs formed the basis of operation until June 30, 1974. See the attached description of the Bureau of TBE, Programs and Objectives for FY-1974.

A number of activities and tasks were accomplished to bring out the execution of these programs and objectives. Supervisory and related service activities, such as the following, were carried out:

1. Processing of plans for fifty school districts required to meet the provisions of Chapter 71A.
2. Visiting on site at least once the local programs.
3. Processing of fiscal claims for thirty school districts for fiscal 1973.
4. Conducting of two major on site reviews of large urban center programs, Boston and Holyoke.
5. Conducting of state-wide workshops for Parent Advisory Council Development.
6. Conducting of State Advisory Council meetings monthly.
7. Conducted informal hearings for two major advocacy situations; namely, Boston and New Bedford.
8. Determining the language and culture competency of teachers.
9. Processing of census data and policing its execution.





10. Conducting meetings with representatives of agencies outside of the Department of Education.
11. Participating in intra department coordination efforts, such as with Chapter 766 and Chapter 622.
12. Implementing the first phase of the Regionalization and Management Improvement Project.
13. Providing leadership to LEA's for curriculum development through facilitating use of federal resources such as Title VII.
14. Reviewing Title VII proposals.
15. Preparing information for dissemination to the press and the media.
16. Preparing a major publication; namely, the Basic Documents Manual.
17. Assisting in the preparation of the "Brief History of Massachusetts Bilingual Programs."

## PART II PROGRAM STATUS

Census figures submitted by fifty-four local educational agencies revealed that in these school districts, there were 25,976 children whose first language was other than English, and of these, 11,324 were limited English speakers. Inasmuch as at the time of this writing data on the actual number of children served is not available, it is estimated that approximately 9,000 children were served by some 600 teachers, aides, and other service personnel.

Forty-one local school districts submitted to the State Bureau plans for programs in TBE. Each of these school districts were provided technical and supervisory support services by the state Bureau staff.

It is anticipated that in fiscal 1975 approximately 50 school districts will implement programs in TBE.

While a number of school districts made great gains over the previous year in implementing the provisions of TBE, the Boston School Department made significant strides in the hiring of additional staff and in the providing of ancillary services. Additionally, in cooperation with the State Bureau of TBE, Boston developed a plan for centralizing services so that all children entitled to TBE would receive it.



A significant provision of Chapter 71A TBE is the mandate to establish parent advisory councils (PACs) at the local level. Twenty-nine school districts indicated that PACs were established in their districts. In some school districts, there was more than one PAC. There were 22 Spanish language PACs, three French, three Greek, eleven Portuguese, and five Italian.

In sixteen school districts, a total of twenty-two designated PAC coordinators were working with local school officials and parents to bring about active involvement of parents in the planning, development, and evaluation of TBE programs.



Bureau of Student Services

John T. Schomer, Acting Director





The Bureau of Student Services underwent a change in leadership during fiscal 1974. Mr. Rene Bouchard, Director of the Bureau of Student Services resigned as director in July, 1974. Dr. John T. Schomer assumed the Acting Directorship for the remainder of the fiscal year.

Mrs. Joan Schuman was appointed permanent Director of the Bureau of Student Services by the State Board of Education at its May meeting effective July 1, 1974.

Other personnel changes during the year saw the resignation of Miss Donna Rodley and Mr. A. Stuart Fuller. The following sections describe in greater detail the contributions that the various components of the Bureau of Student Services made to education in Massachusetts during fiscal 1974.

## I. STUDENT ADVISORY COUNCILS

### A. Teacher Certification

As a result of the passage of a law changing the method of certifying teachers for public schools in the Commonwealth, the Boston A Regional Student Advisory Council developed a proposal asking for student representation on the advisory commission created by the same law. The commission will suggest standards to the Board of Education for teaching certificates, course requirements and many other areas concerned with the preparation and certification of teachers in Massachusetts.

After determining the legality of having a student on the commission, the proposal was combined with a number of other proposals, into a general motion to the State Board of Education, asking for student representation on all committees and commissions established by the Board of Education of the Department of Education. This motion was adopted by the Board.

### B. Massachusetts Association of Student Councils

The Massachusetts Association of Student Councils is the largest volunteer high school student organization in the Commonwealth. The group under the auspices of the Massachusetts Secondary Schools Principals' Association, Inc., has been active for several years in organizing student council conventions and conferences and most recently the Spring Leadership Training Workshop, co-sponsored with the Student Advisory Council.

This year, the state Student Advisory Council has worked closely with the M.A.S.C. on a wide spectrum of common concerns. Although the major activities of the groups vary, the goals of the organizations coincide and their collaboration on projects has proven mutually beneficial.

### C. Leadership Training



A core group of state Student Advisory Council members participated in a leadership training workshop for one weekend in March. It was sponsored jointly by the Massachusetts Association of Student Councils and the Student Service Center/Student Advisory Council. The group dynamics exercises helped the participants to develop the skills necessary for successful group interaction. Since most of the students who attended were juniors, the workshop should strengthen next year's organizations because of the improved personal relationships that resulted from their getting together on a more informal basis. Finally, it continued to strengthen the already close relationships between the Massachusetts Association of Student Councils and the Student Advisory Council.

#### D. Student Rights and Responsibilities

Since the defeat in the House of Representatives of the Student Rights and Responsibilities bill in June, 1973, the Student Service Center and Student Advisory Council have been working on the passage of a revised bill. This bill, House Bill 5054, drafted by the Student Service Center and Student Advisory Council and filed by the Board of Education, was heard before the Joint Committee on Education of the Massachusetts Legislature on February 28, 1974. Testimony favoring the bill was presented by the Student Service Center staff and the State Advisory Council members, as well as by members of the legislature and political groups. The hearing was covered by all three major Boston area television stations and by many newspapers across the state. As a result of this highly successful hearing, the Education Committee gave the bill a favorable report.

Since the hearing, the students have been actively enlisting support for the bill among educational organizations and legislators and expect the favorable votes to increase by 80% of last year's vote.

#### E. National Contracts

Massachusetts seems to be the only state that requires by state law that a high school student be elected to the Board of Education by his peers. Realizing the importance of nationwide contacts, the Student Service Center and Student Advisory Council have been involved in a variety of actions to publicize their unique involvement. The Student Service Center newsletter and other selected materials have a national distribution. Contacts have been made with professional and educational organizations as well as with individuals and students concerned with the educational decision-making process. The Student Advisory Council made a presentation at the Regional Convention of the National Association of State Boards of Education and at the National Association of Student Councils.





#### F. Smoking Guidelines

A very controversial issue in high schools today is the question of smoking privileges. Many students want the right to smoke in classrooms or in the school building. In response to this need, the Student Advisory Council and the Student Service Center have addressed this concern. The Pittsfield Regional Advisory Council has written a booklet outlining the procedure needed to establish smoking rooms or areas in public high schools. This is not meant to advocate or to condone the practice of smoking. Since students are going to smoke anyway, the lack of a designated area forces them to smoke in the hallways and laboratories, thus infringing on the rights of non-smokers. This booklet will be beneficial for both the smoker and the non-smoker.

#### G. Coffee and Tea Regulations

The Student Advisory Council represents all high school students in the state and therefore tries to address many of their concerns. With this goal in mind, the Student Advisory Council has been instrumental in the Board of Education's decision to allow coffee and tea to be sold in public schools, and bought by students during specific times. The action was taken in response to increased student requests for the availability of these beverages. After the federal government relaxed their guidelines, the state followed. Although there are still provisions against the sale of candy and carbonated beverages, students are allowed to have coffee and tea in school.

#### H. The Campaign for Children and Youth

The Campaign for Children and Youth (CCY) is an organization recently created in the interest of young persons to bring youth-related issues to the forefront of the 1974 Massachusetts elections. Student Advisory Council members have met with representatives of the CCY to discuss possible SAC involvement in the CCY. It was agreed that representatives of the CCY would address regional and state student advisory council meetings to inform the members of the Campaign's activities and to promote their involvement. An informal liaison was also established between these groups to encourage cooperation throughout the year.

#### I. Teacher Evaluation

Last year the Board of Education approved in principle a document drafted by the state Student Advisory Council concerning student evaluation of teachers and courses. This form, to be used on a voluntary basis at the discretion of the individual teachers, was sent to all superintendents of schools in the Commonwealth for distribution. Since then, the form has aroused considerable discussion. Commissioner of Education, Gregory Anrig, at the beginning of May, distributed a questionnaire to all superintendents to determine the frequency of use and effectiveness of this form. Upon





receipt of a sizable number of these completed questionnaires, the form will be altered as needed.

#### J. Chapter 215

As a regional project, the Boston B Regional Advisory Council initiated the formation of guidelines for Chapter 215 of the Acts of 1972 of Massachusetts General Law which states that if twenty parents of students within a school petition for the inclusion of a course into the school's curriculum before August 1, then that course must be offered, if the school can find a qualified instructor, in the upcoming year and credit given. The guidelines for implementing this law are currently being revised and will be sent to the Board of Education in the near future for approval and implementation.

#### K. Occupational Competence

Occupational competence, a major program priority of the Commissioner of Education, is geared towards the improvement of career choices for "general education students," who make up about 22% of the high school population in the state. Six task forces were formed, made up of department representatives from various divisions and regional educational centers and representatives from community and school groups. Students from the Advisory Council sat on the task forces and played an important role in developing the criteria for the awarding of project grants.

#### L. Constitutions

In its third year of operation, the State Student Advisory Council adopted a set of by-laws. The laws were written during one of the workshops at Simon's Rock, the summer leadership training and group process workshop for the members of the Advisory Council.

Two workshops at the November Massachusetts Association of Student Councils' Conference dealt with various methods of writing and arranging constitutions and by-laws. Because of the interest and increased requests for information in this area, the Student Service Center has constitutions on file from many different schools, and the paper from the conference, "How to Write a Constitution."

## II. STUDENT SERVICE CENTER

### A. Personnel

Since September the Student Service Center has been staffed by eleven students, eight of whom were paid and three of whom were volunteers. Each staff member has been assigned a number of projects which were completed under the direction of the student coordinator, Ellen Doherty. The Department of Education has supplied the Center with office supplies and secretarial help.



The professionals in the Bureau of Student Services and the Department of Education have also been helpful as consultants to the students on different issues and projects.

Mrs. Joan E. Schuman, who has been director of the project, has been appointed to the directorship of the Bureau of Student Services. With the help of three students from the SEC and the SAC, she is interviewing candidates for the position of Project Director to fill her former position.

#### B. Evaluator/Consultant

Pursuant to the Office of Youth Development grant requirements, a professional non-departmental, non-federal evaluator/consultant was employed for four days during fiscal year 1974. Ms. Kathleen Atkinson, assistant to the President at Hampshire College, guided the project staff in reformulating their goals and objectives, in developing an evaluation proposal and in improving data collection techniques and in-house management. She has been extremely effective in helping the staff to clarify their thoughts in regard to present practices and plans for future projects.

#### C. Information Packets

Since there is a need for uniform and up-to-date responses to the most common requests for information received in the Center, the staff has prepared a number of Information Packets on several topics; Smoking Guidelines; Student Rights and Responsibilities; Scholarship Information; Chapter 622; and Teacher Evaluation. These packets are kept on file at the Center to be used as references when responding to any requests. Each packet consists of a Student Service Center position paper and related data, such as results of polls taken about the subject, news clippings, printed guidelines, booklets and fact sheets. The packets will be reviewed and updated as changes are made and as new information is received.

#### D. Publicity

During the past nine months, the Student Service Center and Student Advisory Council have been devoting much time to publicity. Various people from the Student Service Center and the councils have filmed and broadcasted five television shows and four radio shows. They have received extensive news coverage for specific activities, such as testifying for legislation and announcements of conferences and activities, as well as for more general broadcasts explaining the structure of the project and discussions of student-related issues. The media in each area was notified each time the Student Advisory Council held a meeting outside the Boston area. The newspapers were informed of the election of a local student to the Regional Advisory Councils or the State Advisory Council. Extensive publicity was





arranged for the election of the 1974-1975 Chairman of Advisory Councils.

Several articles and editorials have been written in local newspapers about the Student Advisory Council/Student Service Center and three Department of Education publications have printed feature articles. The project received national publicity in a feature article in YOUTH REPORTER, a publication of the Office of Youth Development. The Student Service Center also publicizes the activities of the project through its own newsletter, TYRO, which has a circulation of nearly 2,000.

#### E. Chapter 622

Chapter 622 is a relatively new law, enacted in 1971, which prohibits discrimination in the public schools on the basis of "race, sex, color, religion, or national origin." Since Massachusetts is the first state to have passed such a law and because of its general ambiguity, the State Board of Education, with Commissioner Anrig, created an Ad Hoc Committee to formulate tentative guidelines for Chapter 622. The Ad Hoc Committee consisted of representatives of various interest groups including students.

The Student Service Center in consultation with the Office of Equal Educational Opportunity is writing a pamphlet to inform students and parents of the implications of the law and its accompanying recommendations set by the Ad Hoc Committee.

#### F. Textbook Study

To assist in the implementation of Chapter 622, a student on the Student Service Center staff is doing a study on discrimination in textbooks. The first area of study will be sex discrimination. Publishers have sent materials enabling the student to review textbooks for sex bias.

Several women's organizations including the National Organization for Women and the Massachusetts Governor's Commission on the Status of Women have been contacted for information about any legal procedures that can be taken to eradicate the sex biases found.

#### G. TYRO

In compliance with the Office of Youth Development grant, the Student Service Center has distributed a newsletter whose mailing list is approximately 2,000. This includes all Student Advisory Council members, secondary school principals in the state, student council moderators and presidents, school system supervisors, state school officers, bureau heads in the Department of Education, town newspapers and local, state, and national organizations and individuals.





The first issue came out in November of 1973, followed by issues in December, 1973, January, 1974, and Spring, 1974. Due to a change in editors in March, the fourth issue became "Spring 1974." Originally, TYRO was intended to be a monthly publication. However, due to time pressures and a desire to maintain TYRO as a quality publication, a full seasonal issue has been the best method of late. The basic purpose of the newsletter has been to publicize the activities of the project through articles about the projects the students have undertaken, the services of the Center, and about individual staff members and their efforts.

#### H. Alternative Education Conference

On April 27, 1974, the Student Service Center and Student Advisory Council, in conjunction with Medford High School, sponsored a conference entitled "Exploring Avenues for Learning: Alternative Programs and Practices in Secondary Schools." The conference, attended by approximately 200 students, teachers, MAX-ED coordinators and various administrators, was designed to evaluate and explore the role of alternative methods in education. The panel discussions and small discussion groups enabled people from diverse backgrounds to exchange their ideas and information on alternative education. Several students from the center and the councils ran workshop sessions for the teachers and students who attended.

#### I. Surveys

As mentioned in the grant proposal for fiscal year 1974, the Student Service Center conducted two surveys of the newly elected members of the Student Advisory Council during the leadership workshop at Simon's Rock Early College in Great Barrington, Massachusetts. The surveys were tabulated and although there was initial difficulty in handling the data compilation, the data led to a campaign to increase the council members' awareness of the council's organizational structure and goals, and of the Student Service Center and its functions.

#### J. 21-Inch Classroom

In February, the Student Service Center staff participated in a conference dealing with the "21-Inch Classroom," an educational television series. In addition, the members of the staff participated in several workshops which dealt with the content of the shows and suggestions for its improvement and revamping that would stimulate more interest in the shows. The future of educational television and its continuing role in education in the home and schools were discussed.

#### K. Student Advisory Committee to School Committees

Since 1972, Massachusetts law has mandated school committees of



cities, towns and regional school districts to meet with a student advisory committee at least every other month. The SSC is reviewing the present system in order to devise a plan to make these committees more effective and efficient. An electoral policy and recommendations for the number of members in each group are being made as to how to make the committees more effective within the schools and within the community by publicity efforts.

The proposals will be brought to the next SAC meeting in September for approval. If accepted, task forces will be set up to implement the plan.

### III. STUDENT INVOLVEMENT

#### A. Task Force Motion

In March, 1974, following the proposal seeking student representation on all committees by the State Student Advisory Council, the Board of Education approved a motion that requires any task force, ad hoc committee, or sub-committee established by the Board or Department of Education, to have secondary school student representation, or a reasonable statement as to why there is no such representation. Since then, the Student Advisory Council members, the Student Service Center staff and other students have been active on such committees dealing with issues such as educational assessment, confidentiality of student records, occupational competence and Chapter 622 which deals with sex and race discrimination.

#### B. Student Records

A student from the State Student Advisory Council is a member of a task force dealing with the confidentiality of student records. During the past year, the task force, formed as a result of legislation mandating the Department of Education to promulgate rules and regulations concerning the maintenance and dissemination of students' records, has arrived at a proposal for these regulations. These were presented to the Board of Education in May and approved for hearings to be held in the fall. The student on the task force played an active role in the drafting of the proposal and student input will be continued by participation in the hearings for the regulations. The Student Advisory Council and the Student Service Center will publicize these hearings and their results.

#### C. Racial Imbalance

The Student Advisory Council has taken positive steps to support the concept of racial integration. The student member of the Board of Education attended many meetings dealing with the planning to racially balance the Boston and Springfield public schools. The council has testified on the Commonwealth's Racial Imbalance Law before the legislature.





#### D. The Governor's Commission on the Status of Women

As stated in the Progress Report in the grant proposal for fiscal year 1974, a student has been active on the Commission and students from the Advisory Council have been active in some of its activities. In addition to this, students have been very active on the Commission's Education Committee, especially in the publicizing and implementation of the Chapter 622 recommendations, approved by the State Board of Education and strongly supported by the Governor's Commission.

#### E. Chapter 766

Chapter 766 is a law, effective in September, 1974, mandating public education for all children with special needs, regardless of disability. Since March, a small task force of Student Advisory Council members has been working on the new special education law. Through their close work with the Department of Education's 766 staff and Division of Special Education, they have been developing a detailed information packet for high school students on the law and its vast implications. This kit will include sample press releases, publicity packets, a question and answer sheet and a possible workshop presentation plan.

Student Advisory Council members are now being placed on task forces designed to implement the law. A member of the Student Service Center staff is devising a "buddy system" that would directly involve the "normal" student in helping to integrate the handicapped students into the school.

#### F. Educational Assessment

The Department of Education in accordance with the Board of Education's Goals for Education have developed a plan for assessing education in Massachusetts through a series of tests to be administered to students in September, 1974. Several regional advisory council members were asked to serve on the regional citizen advisory boards and three were elected to the state-wide coordinating council which consisted of educational professionals and citizens. The groups will evaluate the state's educational system and provide guidelines for improvements on the basis of the results of the testings.

#### G. Conferences

During the past year, the State Department of Education has sponsored and co-sponsored many conferences on diverse topics relating to education and student issues. In addition, Student Advisory Council members have participated on the panels and programs of several other conferences. They have included: the "Conference





on Adolescence," based on the findings of three national fact-finding commission reports on the problems of secondary education; the "Right to Know Conference," which included speakers from the fields of public information and new media explaining how to get information and what information the public has access to; and a second "Alternatives in Education Conference" at Southeastern Massachusetts University.

#### H. Metropolitan Planning Project

The Metropolitan Planning Project is funded through a federal grant for the purpose of investigating ways of decreasing racial isolation among students in Metropolitan Boston.

The basis of the plan is to allow minority students to utilize the educational resources in each town in the area. The group is working to have a complete list of the extracurricula learning opportunities in each participating town.

Some of the steps the project has taken have included a pilot program (Metro Pathways) and an inventory of community-based learning opportunities in four pilot communities. Students from both the Student Advisory Council and the Student Service Center have been involved in the planning and conducting of the pilot surveys and serve on the project's advisory council.

#### I. Citizenship Education

Several students from the State Advisory Council have been members of the state-wide coordinating committee and the regional task forces on Citizenship Education. The goal of the groups is to help bring about a healthy society in which there is some agreement and understanding about the concept of democracy, its goals, and how best to achieve them. A paper has been accepted to serve as the basis of the assessment that included: the meaning and goals of good citizenship, methods and materials used by schools on teaching citizenship education, and the opportunities within the school for pupils to put into practice the ideals of good citizenship. Several task forces with student representation have been set up in each of these areas to formulate guidelines to be completed for school year 1975-1976.

#### IV. CITIZENSHIP PROGRAMS

##### "Citizenship in a Democratic Society"\*

Chapter 69, section 10A of the General Laws of the Commonwealth

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\*Educational Goals for Massachusetts, Board of Education, September 1971, p. 8.



of Massachusetts sets the stage for providing more effective citizenship education for students in all grades. Significant support is provided by Chapter 71, section 2 which relates to the public schools and by Chapter 73, section 2A which deals with the state colleges.

Task forces have been formed in each of the six regional offices of the Department for the specific purpose of constructing guidelines for the full implementation of the citizenship goal and the statutes. Membership on the committees is representative of Massachusetts communities in general: educators, students, citizens, parents, business people, state agencies, private associations, public and private interest groups, and legislators. The many different kinds of talents represented by the membership are dealing directly with our three major institutions: social, economic, and political. Specific inquiry is directed toward teaching materials and methods, student activities, and administrative and supervisory procedures, which will provide more effective preparation for the duties of citizenship.

The six task forces are working on issues which reflect their interests in one or all of the institutions at the elementary, middle, or secondary levels. Coordination of their efforts take place through a committee which has been created for that purpose. From that coordinating committee will come the guidelines which will be promulgated by the Board of Education and distributed to all schools in the state.

For the past year, the task forces have been setting up and participating in workshops and conferences which contributed directly to the process of constructing guidelines for Massachusetts schools. The workshops were designed to get input from school personnel which reflected their needs and concerns. A major project has been completed by the Pittsfield Task Force, the construction of a survey instrument designed to identify promising current practices in citizenship education.

Colleges and universities have been enlisted to contribute to the production of the guidelines. Their role has been that of designing programs and methods which relate directly to teacher and administrative citizenship practices.

#### Student Government Day

Two hundred and fifty students, representing their high schools, took over the reins of government and participated in the governing process. Students for one day filled all elective state offices, many appointive positions and the legislative seats. The program provides an unequalled opportunity for students to become familiar with the roles played by the executive and legislative branches of our state government. This program is coordinated with other bureau sponsored student involvement activities.





### Student Exchange Program

The Bureau of Student Services acts as a clearing house for matching two schools and their academic and political programs. Seventy-five schools were part of this program in 1974 and students from each school were able to learn a great deal about another community. Urban schools are matched with suburban to provide opportunity for the student teams to observe the community process in action and to compare the forms of government.

### V. HEALTH AND DRUG EDUCATION UNIT

One of the most time-consuming parts of the year has been one of maintaining liaison with the multiplicity of boards and commissions upon which the office must communicate including such groups as the Drug Rehabilitation Advisory Board, the Statutory Alcohol Board, the Massachusetts Committee on Children and Youth, the Governors Drug Prevention Council, the Secretary of Educational Affairs Task Force on Drugs as well as other groups.

The highlight activity of this fiscal year has been the involvement of the unit head collaborating with the state director of drug rehabilitation, and other leaders in the field of drug abuse prevention, in developing a Comprehensive State Plan for Drug Abuse Prevention. The Massachusetts plan has subsequently been funded, the education portion of which is \$100,000.00. This money will go towards innovative approaches to Drug Education.

At this writing, the unit staff consists of one unit head and two specialists, both full time employees, as well as six area coordinators and their teams, all part-time consultants. After July 1, 1974, the unit will consist of the unit head available in Boston, one specialist assigned to the Springfield Regional Center, and consultants as stated earlier.

During the 1974 fiscal year, a principal preoccupation of the unit has been with directing the Project Decision activities which have been operating since early 1971 through an U.S.O.E. grant involving teams throughout the regions of the Commonwealth.

For example, under the joint auspices of the Board of State Colleges and this unit, a graduate level course entitled Contemporary Approaches in Drug Education was offered through the state colleges at North Adams and Westfield. The course is geared primarily to the needs of teachers, counselors and school administrators. Plans have been made to continue both offerings, with the North Adams course classes being scheduled at the Pittsfield Regional Education Center and with the Westfield course classes being scheduled at the Springfield Regional Education Center.





Area coordinators of Project Decision have been responsible for organizing progressive teacher/student workshops. In the Boston area, a seven week workshop dealing with values clarification skills and communication and listening skills was offered in the Mission Hill section of Roxbury to teachers, students and parents in that area. In the southeastern part of the state, a four-day workshop dealing with group interaction analysis skills was offered in Swansea. This program was offered primarily for Project Decision team members statewide, but was open to teachers and selected students. In the Pittsfield area, a community awareness program, expressly dealing with individual attitudes and values clarification, was jointly sponsored with the Adult Evening Division of the Pittsfield Public Schools.

The unit at this point is handling all questions dealing with health education, drug education, physical education, alternative schools, student pregnancy among other areas too numerous to mention at this time.

#### VI. DRIVER EDUCATION

During the first two months of the school year 1973-1974 Driver Education appeared to be gaining much more momentum and acceptance than it had enjoyed in previous school openings. Many schools had a complete driver education course. Many schools were in the process of enlarging their current programs. Many schools had made plans to introduce the program. All signs gave rise to the expectation that soon Massachusetts would be a state where Driver Education is available to all eligible students.

The energy crisis came into being. Driver Education became a fatality. Many schools were forced to curtail their in-car instructional program. In fact, some schools were unable to hold their after-school classroom instructional programs. Repeatedly, school systems would call upon the Department of Education for advice and assistance. Never did the interest in the driver education program falter with the students. For most of the winter months Driver Education struggled for its very existence.

In April the easing of the energy crisis generated the revival of Driver Education. Gasoline became more available. Curtailment of programs soon transformed into restoration of programs and in some cases an expansion of programs. Many schools, with a heavy backlog of students, arranged to have summer programs. All indications seem to give notice that Driver Education is again ready to expand.

Motorcycle Driver Education programs are being considered in many schools. Nashoba Valley Regional Vocational School in Westford has finalized plans to commence in September 1974. Mr. Towle has been working with the various motorcycle manufacturers to inaugurate other programs. The manufacturers will lend schools motorcycles on a no-charge basis. In Massachusetts there has been a tremendous increase



in motorcycle registrations. Apparently people are no longer equating the motorcycle rider with the bad or infamous stereotyped image. They are asking the schools to teach a course in motorcycle driver education.

During the past year Mr. Towle attended many regional meetings of the Massachusetts Driver and Traffic Safety Education Association. In May the Association held its annual State-wide Conference in Marlboro. The theme of the program stressed the need to educate people, young and old, how to drive safely and efficiently with the least cost.

Mr. Towle is serving as the Chairman of the Students Committee to Abolish Car Stealing. This committee is also affiliated with the Registry of Motor Vehicles. It was a very active group. Their goal was to bring about a decrease in the number of car thefts by youths in Massachusetts. Apparently their efforts were fruitful. There has been a slight decrease.

On many occasions Mr. Towle spoke to Driver Education classes at various hours of the day. His earliest class was seven o'clock in the morning at Ayer Senior High School. The students arrange their own transportation so that they can have a program.

Mr. Towle would like to see Driver Education as a required course for every student.

## VII. ADMINISTRATIVE SERVICES

### Junior High and Middle School

The senior supervisor responsible for junior high and middle school education continued to concentrate his efforts in providing leadership and service to those involved in this level of education. This rapport has been enhanced by being actively involved in the activities and programs of the professional associations of principals at the local, state, regional and national level. In addition to being a member of the Board of Directors of the Massachusetts Junior High/Middle School Principals Association he also serves as the secretary and treasurer of the New England Region of the National Association of Secondary School Principals. He has completed his tenth year as a state and national coordinator for N.A.S.S.P.

### Evaluation - N.E.A.S.C.

Since its inception in 1969, the supervisor has served as an active member on the committee in Junior High and Middle School Evaluations of the New England Association of Schools and Colleges. The committee is comprised of principals from each of the New England States with representatives from the superintendents and a member from the state department of education. The committee has been





charged with the responsibility of developing the process for evaluation and accreditation and implementing the process. The past year was the second year of implementation with a total of fourteen schools completing the process. The supervisor served as chairman of the Ipswich Junior High School Evaluation which was his second in so many years. The schools coming up for evaluation are increasing rapidly which will warrant commission status for the committee in the near future.

#### Extended School Year

The activities of the Extended School Year Task Force have diminished considerably during the first full year of the rules and regulations adopted by the Board in January of 1973. Only the Franklin Public Schools applied for permission to operate its kindergarten program and to conduct a study to extend the program to all the grades. Permission was granted and a report of progress has yet to be received. Also during the year a number of inquiries pertaining to ESY were made but more required action by the Department.

#### Teacher of the Year

The supervisor conducted for the eighth year the program for the selection of the Teacher of the Year 1974. This year's choice was Thais Waldron of the Parker Junior High School, Reading Public Schools. Thais was also honored by being selected as one of the top five at the national level and came in second in the final selection.

#### Foreign Educators

In cooperation with the Boston Council of International Visitors, the Office of Education and the State Department the supervisor accommodated foreign educators during their stay in the Commonwealth. There were eighteen visitors from all parts of the world and with varied interests. Their stay usually ranged from two days to two weeks.

#### Other Related Activities

- A. Under the provisions of G.L. Chapter 71, section 34d, and in cooperation with the Division of Special Education, a committee composed of members from within and outside the Department drafted Regulations Pertaining to Student Records. This draft was accepted by the Board of Education for Public hearings to be held in September, 1974.
- B. Under the provisions of G.L. Chapter 71, sections 1 and 4, requests from cities and towns were received and acted upon by the Board of Education. Two thousand, two hundred and seventy-six students were tuitioned from 42 towns and union school districts.





- C. The Bureau liaison with the Massachusetts Elementary Principals Association was continued with Bureau representation at educational conferences in Maine, Pennsylvania and California.
- D. Bureau personnel participated in the planning and management of conferences in Hyannis (Humanities Conference), Chicopee (M.E.S.P.A.) and Bridgewater (MESPA).
- E. Bureau personnel served on the committee to select recipients for the Brotherhood Awards sponsored by the NCCJ.
- F. Bureau personnel served on the committee to select the recipient of the Massachusetts Teacher of the Year award.
- G. Bureau personnel consulted with the Title I unit and served as readers and monitored programs in operation throughout the state.
- H. Bureau personnel participated in Department Association (IDEA) personnel relations with representation on the committee.



Bureau of Adult Education and Extended Services

Harold F. McNulty, Director

The Bureau is now working out possible cooperative arrangements with the Division of Special Education in an attempt to implement the needs of those clients of that program between the ages of 18 to 21 with less than completion of secondary school. To that end two new Educational Specialist III positions have been requested in the proposed Bureau budget for fiscal year 1976 and have been so approved by Commissioner Anrig.

The Bureau has developed a complete series of three one-half hour consumer education programs on two inch color video tape for adults. This project was funded by the Bureau and the work in producing this series was contracted to station WHYN-Channel 40, Springfield. The master tapes will be completed and available to the Bureau by the end of June, 1974. Our plans then are to reduce these two inch master tapes to 3/4" video tape cassettes which will be made available by the Bureau upon request to legitimate sources who wish to present this series.

The Director has also embarked on a publicity campaign to "sell" adult education throughout the Commonwealth. To that end the Director has been taped by radio station WROR-FM for a one-half hour interview; and by Channel 38-TV for a 20 minute segment on the Tom Larson show. The Bureau is working closely with our Bureau of Public Information in this regard.

In the area of adult basic education, we are funding ten graduate fellowships at Boston University at \$2500 plus full tuition each. This program is for Women's Leadership In Adult Education and was structured because of our continuing concern that women are not attracted to the adult education field in any great numbers in Massachusetts; and, those who are committed to the field are not offered many opportunities to increase their competencies and prepare for increased leadership responsibilities in the field of adult education in Massachusetts.

Class Program

During fiscal year 1973-1974, the class section of the Bureau of Adult Education and Extended Services offered the following courses in various communities throughout the Commonwealth. This report does not include classes or programs offered through the Springfield office.

<u>Boston</u> 7 classes	205 students
<u>Cambridge (M.I.T. and Sever Hall)</u> 90 classes	2,529 students
<u>Tewksbury</u> 2 classes	54 students



Fitchburg  
15 classes

297 students

Wakefield (N.E. Regional Vocational School)  
2 classes

32 students

West Andover  
2 classes

65 students

SUMMER PROGRAMS:

Cambridge (M.I.T.) June 25, 1974  
23 classes

(estimated) 1,000 students

Kingston (June, 1974)  
10 classes

(estimated) 200 students

Westborough Summer School begins July, 1974

\*Day Care Courses  
23 classes

407 students

\*These courses were offered in 15 communities throughout the Commonwealth from Worcester to West Yarmouth to Lowell.

Total Enrollments and Class Offerings 197 -1974

a. Classes

174

b. Enrollments

4,789

New Courses Offered During 1973-1974

Making Soft Toys the Easy Way  
Property and Casualty Insurance  
Common Sense Motorcycling  
Metric System of Measurement  
Campground Development and Management

Main Post Office, Boston  
Public Speaking

21 students

In addition to the above classes organized directly by the Bureau of Adult Education and Extended Services, this Bureau provided assistance and guidance to numerous industries, school systems, state and federal agencies in the organization of adult classes designed for their specific needs.

Correspondence Program

Enrollments: A sharp decline in enrollments during the last half of 1973 was followed by a substantial increase in enrollments during the first half of 1974. There were, for example, 51 enrollments in August, 1973, but 124 enrollments in February, 1974. Even allowing for seasonal differences, this is a significant improvement. Total enrollments for the 11 months ending May, 1974 were 863; if we add an estimated 112 enrollments for June, 1974, the annual 1973-1974 total is 975 as compared with 911 a year ago.







Publicity and promotional effort: Our improved enrollments would seem to be due largely to increased promotional effort. There was some increase in high school visits; many more visits need to be made. Two major radio programs were presented: WJDA, Quincy (18 minute interview) and WSPR, Springfield (30 minute interview). Tapes of these programs were distributed on a loan basis to high school guidance directors. (Some of the directors made their own tapes from the master tape.)

The printed media served us well. Among those which published articles or major letters about correspondence courses were:

Mass Medium (Internal)

Common Wealth (Internal)

Boston Herald-American (A letter in the Chatterline column brought close to 200 inquiries; a follow-up letter in the same column netted about 45 inquiries.)

Springfield Union (A letter on editorial page) This letter brought 107 inquiries.

Adult Leadership (National Journal of Adult Education Association)

Veterans of Foreign Wars Newsletter (Statewide, this article brought 158 inquiries. Major article.)

NUEA Independent Study Newsletter (3 human interest articles, national distribution.)

Mass State Employees Association Newsletter (Major article)

Maxine (syndicated human relations column in newspapers) There has been a heavy response from northern Illinois.

In addition, several articles are awaiting publication. The Massachusetts Teacher has tentatively accepted an article as has the New England Correctional Digest and the International Council on Correspondence Education Newsletter.

New courses available and in preparation: As always, our emphasis is on innovation, quality courses and keeping courses up-to-date. By the end of the 1973-1974 fiscal year, the following new study guides were available or would be available very soon:

Algebra I (all new)

Algebra II (in progress)

Geometry (all new - humanistic approach)

Journeyman Electricians Preparation (major revision)

Typewriting (all new)

Preparation for Retirement (all new) The State Training Center has tentatively agreed to enroll 100 state employees at regular tuition rates, subject to availability of federal funds.

There were numerous minor revisions to adjust to minor textbook changes in various courses.

In cooperation with the State Training Center, work has begun on developing a course on the Metric System. An outstanding new course (hopefully available by December, 1974) will be The American Woman. The Equal Education Opportunity office and other agencies are cooperating in this endeavor.



National recognition: We continue to be recognized nationally as one of the leaders in the correspondence instruction field. Within the past year we have sold reproduction rights to study guides to two more state universities (University of Iowa, University of Virginia), making a total of four. The Senior Supervisor is currently on two committees of the Independent Study Division, National University Extension Association.

Internal research: Several practical studies were completed during the fiscal year. With one exception, these have been previously reported. All will be mentioned below.

a. Origin of correspondence course enrollments: Nineteen states outside of Massachusetts, the District of Columbia and Canada were represented in 1972-1973. High school students in 121 Massachusetts cities and towns were counting one or more correspondence courses towards a local high school diploma in 1972-1973. This figure may have increased during 1973-1974. Enrollments were received from 187 cities and towns in the United States and Canada.

b. A wall map in six colors shows the Massachusetts communities from which our students come. A separate statistical chart shows the number of enrollments in each of several categories (high school, inmate, veteran, etc.) in each community of the state. Our largest enrollments are from the eastern part of the state, but there are scattered "strongholds" throughout the state and in a few cities in other parts of New England.

c. The occupation of correspondence students was studied. A total of 172 were inmates in correctional institutions, 167 were teenage high school students, 90 were industrial workers at the skilled level, 71 were manual workers, 58 were homemakers, 43 were in business occupations such as secretarial, bookkeeper, etc. --- and so it goes.

d. A tuition cost study was made to compare our tuition rates in 11 standard high school subjects with the rates charged by each of 33 other members of the National University Extension Association. (These 33 NUEA members are the only other members offering high school credit courses by correspondence.)

In general, the study showed that (a) there is a considerable range between high tuition and low tuition, (b) Massachusetts tuition tends to be somewhat lower than that of nearly all of the other members, and (c) tuition per semester is fixed regardless of academic field at nearly all of the educational institutions included in the survey. (It is not so fixed with us, but varies with the number of lessons in the course.)

e. A survey of the academic background of our faculty reveals that we have been fairly successful in obtaining faculty from non-local colleges as well as from the famous colleges and universities in the Greater Boston area.

f. A survey of student evaluations of the faculty discussed under the topic "Our Faculty" below.





g. Some research data about interesting students are discussed under the topic "Our Students" below.

Our Faculty. On the average we have 45 part-time faculty. Most of them are high school teachers in leading public or private suburban schools. They have given splendid service. Some evidence of this is seen in 100 responses chosen at random from the course evaluations submitted by students who have completed a course.

In evaluating opportunity for discussion

48% said that both the course and the instructor encourage the asking of questions.

46% said the instructor is willing to answer individual questions.

4% said there was no opportunity for questions.

2% no comment.

In evaluating help provided by the instructor

74% said the instructor is generous with his teaching comments, makes many helpful suggestions, provides a personal touch, etc.

24% said the instructor points out mistakes, briefly indicating the correct words or solution.

2% said the instructor merely grades the papers.

In evaluating the attitude of the instructor

86% said the instructor welcomes different points of view.

5% said the instructor insists he is always right. (One student in a law course said the instructor insists he is right and explains why.)

9% no comment.

In evaluating grading practices

84% said the instructor is very fair; it is clear how he arrived at each grade.

13% said the instructor is sometimes more strict than other times.

3% said the instructor's grading practices are frequently annoying.

Faculty meetings. Experience has shown that it is worthwhile to hold small group faculty meetings for specific academic areas once in a while. A typical meeting (for the instructors of English courses) was held on May 29, 1974. The program included: "This is my course" in which each instructor described his/her course, several educational games, and a major presentation by a former head of the English Department of Brookline High School.

Boston Test Center

For the purposes of the Annual Report, the following is a summary of the activity of the Boston Test Center from June 30, 1973 to June 30, 1974.

A total of 1,774 candidates completed the G.E.D. Tests, of whom 1,353 passed and received a Massachusetts High School Equivalency Certificate. Testing activity at the Boston Test Center, at University of Massachusetts,





Boston has stabilized itself at a level of 150/160 per week of whom approximately 40 complete the tests. This volume requires four testing rooms, plus a fifth room for the Spanish tests. These figures are for the Boston Test Center only.

On a statewide basis, a total of 4,227 certificates were issued by the High School Equivalency Office, of which 229 were in Spanish. These were issued on the basis of G.E.D. Tests completed both in Boston, and at the 12 authorized community colleges, and on the basis of tests completed through the United States Armed Forces Institute.

U.S.A.F.I. is being phased out as of the end of this fiscal year, and it is anticipated that this will place an additional burden on our testing facilities, since we will now be required to give G.E.D. Tests to active duty personnel of the Armed Forces who are stationed in Massachusetts.

#### Audio Visual Services

The office of Audio Visual Services provided its greatest amount of services during the year 1973-74.

Intra-Departmental use of audio visual equipment increased by 33 1/3% over the previous year. Consultations with schools and the public on films and media equipment showed a corresponding increase. The film distribution of the office projected into June indicates a figure of 45,000 films, this is a 15,000 increase over last year. This increase reflects increasing use by schools, and community agencies of educational film. Film Cooperatives reflect an increase in school membership to 147, libraries remained stable at 53, state colleges, reflecting organized media departments, are increasing their use of film.

Community services have continued the increase was reflected last year.

The first year of mandatory kindergarten in Massachusetts exhausted the availability of primary level films in the library. Consultations within the Department reflected two new areas, Special Education (PL 766) and Equal Educational Opportunity.

This office received large numbers of requests for career education material. These requests are not being filled due to the lack of financial cooperation on the part of the Division of Occupational Education. Requests for materials on learning disabilities, now being only partially filled. Lack of materials reflect the non-cooperation of the Division of Special Education in providing funds. Materials distributed in this area were obtained from sponsoring agencies and from funds contributed by the film cooperatives. The Department's decision to provide only the video cassette format of the Lexington Learning Disabilities Project effected the availability, or lack of it, of learning disabilities' materials.

Transmittal letter funds to the Bureau as of June 10, 1974 amount to \$12,771.83.

Noteworthy is the increase of 15,000 films in the yearly output of the library. This is being accomplished with fewer employees than the previous year while under sentence of an impending closing, lack of clerical staff for



part of the year. Mental health problems with one of our staff. One positive note: the ultimate in cooperation on the part of the Bureau head and his assistant is one reason. So much was done by so few being hampered so much by those who are so high.

Many funds are still outstanding to this office.

### Adult Basic Education

The Adult Basic Education State Grant Program funded under Title III, Adult Education Act, Public Law 91-230, has been identified as the most outstanding program in the delivery of services to adults that has ever been conceived from the Office of Education.

Massachusetts has been identified as the most outstanding state in Region I for the expansion and growth of services, both quantitative and qualitative in this program. The following capsules of new activities generated during FY 1974 ending June 30, 1974 are evident of the quality of services rendered.

1. The number of fulltime ABE Learning Centers has grown to ten, operating from 9:00 a.m. to 10:00 p.m. in the greater metropolitan areas of the Commonwealth: Boston (3) centers, Worcester, Springfield, Cambridge, Somerville, Lawrence, Peabody, Fall River.
2. There are 44 part-time ABE programs operating throughout the State in smaller cities and towns as well as outreach satellite programs. One program in Boston is a home tutorial ABE program for young Spanish speaking mothers with small children.
3. A Women's Leadership Program has been established at Boston University to train ten women who wish to pursue a career in Adult Education in the Commonwealth in the administrative level of performance.
4. Worcester State College has been the recipient of a grant to establish a Training and Resource Center in Adult Education under the Community Adult Education Program, to train teachers in the graduate level of education.
5. The University of Massachusetts has expanded the course offerings in Adult Education to three courses leading to a field of specialization on the Master's Degree level.
6. The City of Boston continued the special program during FY 1974 with Boston University involving ABE for deaf adults.
7. New satellite programs were established in Grafton to serve the nursing home clients who have not received elementary competency of basic skills as well as a GED component in the regular on-going program.

The following cities and towns have also benefited under Title III ABE funds.

The Town of Hudson has instituted a daytime A.B.E. class in the Hudson National Bank. This is conducted three times a week for 1 1/2 hours. The classroom is donated by the bank. This idea was expressed by one





of the bank's officers who is a member of the A.B.E. Advisory Council. The A.B.E. Director expects this class to be more successful during FY 1975.

In Lawrence a new full-time Learning Center was opened in March. This is an exceptionally well planned and organized facility. It is located in what was once a department store and through excellent foresight, imagination, and creativity it was renovated into a completely equipped A.B.E. Learning Center.

Leominster, during this year, brought their A.B.E. program to the inmates at the Shirley School for Boys, which is a half-way house for boys who have been in serving sentences and are now returning to their homes and communities.

The City of Lowell has a large part-time A.B.E. program, and plans have been made for the opening of a full-time learning center here in FY 1975.

At O.I.C. the A.B.E. program includes vocabulary and reading skills that will familiarize one with the skill he will be trained in upon completion of the A.B.E. cycle.

The City of Peabody has found a site in which another full-time Learning Center will be set-up along with five satellite A.B.E. programs at Danvers State Hospital for mental patients. The Hospital Counselor advised that those patients who have enrolled in the program have become much more active and now have an incentive to learn and an ambition to help themselves.

In Somerville along with a large part-time A.B.E. program a full-time Learning Center was opened. This facility represents the exhausting work, interest, and dedication of a professional Adult Educator. The equipment, materials, and renovations are truly conducive to learning and self-development of the A.B.E. target population in Somerville.

The Town of Southbridge this year, has continued their High School Equivalency program that is sponsored by the Southbridge School Department. Many of the students are advanced from the A.B.E. program in Southbridge. This Community has a recent influx of Puerto Ricans and plans are being formed to recruit them into the A.B.E. program.

It is quite obvious that the A.B.E. Directors, Teachers and Counselors have been most effective in bringing to the citizens of their communities the educational opportunities made possible through P.L. 91-250.

### Teacher Training

The Massachusetts State Department of Education through the special Staff Development Project (the second year of the Federal Grant) has presented numerous Workshops in various content areas throughout the State. First of all, a "Needs Assessment Survey" was sent to all Local Directors and Teachers in all the A.B.E. Programs in which specific content areas for in-service training were prioritized. The Survey also provided opportunity to select several options as to time, place, length, and type of Workshop desired.





The Needs Assessment indicated priorities in the following areas:

1. Affective areas-interpersonal relationships with peers and students.
2. Better methods of individualizing instruction.
3. Three levels of E.S.L.
4. Testing and evaluation.
5. Language Arts particularly reading.
6. Innovations in teaching all basic skills especially math.
7. Counselling.
8. Placement Tests.
9. Effective individualization and methods for inmates of M.C.I.'s and jails.
10. Consumer Education, Taxes, Budgeting, etc.

These suggestions, plus the demonstrations and use of the self-contained individualized modules developed at the University of Massachusetts made up the bulk of the Workshops to follow each month. All Directors were notified at least a month in advance of on going Workshops thereby not limiting attendance.

This second year's type of short term in-service training was a different approach than the first year's attempt of three intense week long Workshops at the University of Massachusetts. The third and last year of this special Grant will be taking a more localized approach.

#### Staff Development

The organization of the Learning Center Task Force in January, 1975 until the present date has been a very productive source of creativity and quality for the Full Time Learning Centers. Some of the year's accomplishments are as follows:

1. The establishment of a "Reading Team" consisting of at least one member of each respective Learning Center.
2. Advising and working with the University of Massachusetts on the development of more individualized modules on counselling, teaching the disadvantaged.
3. Projecting the need and techniques for implementation of advertising, and public relations for Adult Basic Education.
4. Exploring new, creative and more relevant curricula and ABE materials.
5. Assisting the local Directors and teachers in Staff Development in each respective region.

Monthly meetings are held, at each respective learning center and the local Directors, the State Office and Federal Office of Education are apprised of the group's efforts. For the future of Staff Development, much cooperation and sensitivity is needed.



ANNUAL REPORT

YEAR ENDING JUNE 30, 1974

DIVISION OF OCCUPATIONAL EDUCATION

JOHN P. MANNING, ASSOCIATE COMMISSIONER





## DIVISION OF OCCUPATIONAL EDUCATION

The Department of Education continued to affirm its position that both general and specific preparation for employment must comprise a central element in each student's education, regardless of his or her age, sex, economic situation, or personal educational goals. Both of the program areas which received special emphasis during Fiscal Year 1974 - "Occupational Competence" and "Equal Educational Opportunity" - were selected to implement this position.

The Division of Occupational Education, acting as the agent for the Board of Education, spearheaded the occupational competence goal program during the past year, in addition to performing its regular functions on behalf of the Commonwealth's vocational-technical education system. Administratively, the ensuing planning effort was most noteworthy in that all divisions actively collaborated on the program, with particularly valuable contributions being made by the Division of Curriculum and Instruction and the Division of Special Education.

The central thrust of the occupational competence goal program is that provision must be made for a significantly greater number of students while minimizing additional costs. This mandates the use of as many alternate methods for offering occupational education as are feasible. The following highlights illustrate what was accomplished toward the "occupational competence" and "equal educational opportunity" goals during Fiscal Year 1974, in addition to other major divisional efforts:

### Planning for Occupational Competence

In January, 1974, the "Commissioner's Task Force on Occupational Competence" was appointed to plan the overall departmental effort. This body was comprised of departmental staff plus a broad representation of external interests such as industry, labor, local educators, parents and students. The task force subsequently organized itself into six working committees, so as to concentrate on sub-areas such as the identification of model programs, the development of collaborative models which joint groups of academic and vocational educators might employ, and the preparation of new-finance procurement and disbursement methods, among others. The target population for these efforts are the secondary level students in the "general" curriculum of presently academic high schools. The purpose of the program is to provide these students - who will have difficulty enrolling in oversubscribed vocational education programs of a more specific nature - with a broadly saleable set of skills, knowledges and attitudes which will enable them to gain entry-level employment in newly defined occupational "clusters", later to move easily from one of the many occupations within a cluster to any other, or to continue into higher education options.

The task force concluded its first year's work in April, producing several publications which are being distributed as guidelines through the Department's regional centers. In addition, task force members contributed to departmental workshops offered to proposal writers and program managers.





Late in the fiscal year, the Department implemented the planning efforts the task force by authorizing the expenditure of \$618,000 in combined E.S.E.A. Title III and V.E.A. program funds, distributed among twenty-eight planning grants and 7 model program grants administered by local educational agencies or consortia of same.

#### Chapter 766 Implementation for the Handicapped

Chapter 766 of the Acts of 1972 stipulates that municipalities and regions will undertake considerably greater responsibility for physically and otherwise handicapped children, insofar as possible within their regular school programs.

The Division of Occupational Education, in collaboration with the Division of Special Education, developed statewide guidelines for the full participation of vocational-technical schools in this comprehensive new program. In addition, the Division of Occupational Education has arranged to support, at the 100 percent level during the first year, positions of Area Coordinator for Special Needs in all Massachusetts regional vocational-technical schools.

While the public schools will gradually assume program responsibility for handicapped children in future years, the expert resources of private organizations will continue to be fully utilized. Typical programs funded through private agencies during the past year are: Graphic Arts at the Boston Industrial School for Crippled Children; Woodworking and Communications at the Protestant Guild for the Blind; Office and Business Machines at United Cerebral Palsy of Greater Boston; and others.

Public school programs include: Career Development for the Hearing Impaired (Blue Hills Regional Technical School and the Boston School for the Deaf); a national award program in occupational preparation for the deaf, at Keefe Regional Technical School in Framingham; and, an electronic benchwork technician program for the handicapped at Springfield Technical Community College.

The Department's goal is to provide full occupational education services to all handicapped students, in areas appropriate to each student's needs and capabilities, comparable to those offered non-handicapped students.

#### Equalizing Educational Opportunity

Serving the Disadvantaged - It has often been maintained that vocational education is the "education of last resort" for those who merely exist on the fringes of our society: those whose learning styles do not accommodate conventional academic instruction, those whose families seem to have been condemned to the bottom of the economic ladder, and those who have been discriminated against because of their ethnic origins.

While this assertion certainly is not true for all disadvantaged students (many of whom have the desire and talent to pursue baccalaureate degrees and beyond), no one can deny that the ability to earn a living wage, in a productive trade or occupational field, is an indispensable factor for achieving higher status in a fully developed industrial society.





The Division therefore has continued to augment its efforts in serving these most needy students.

During Fiscal Year 1974, approximately \$4 million in combined federal, state and local funds were expended to operate programs serving nearly 8,000 disadvantaged students in occupational education. Typical programs in the public schools were: Machine transcription in the Cambridge Public Schools; Small Engine Repair at Greater Lawrence Regional Vocational School; the Roxbury O.I.C. Night Vocational Program; and, the Park Street Corporation's Bromley Cross Program in Shorthand and Typing.

Bilingual Education - Also during the past year, greatly increased emphasis was placed on occupational programs for students whose native language is other than English. Outstanding examples of such bilingual programs are: the New Bedford Vocational Education Project for Non-English Speaking Children and Adults; and, ABCD's Bilingual Bookkeeping Course. Similar programs are being offered in other urban centers such as Fall River, Springfield, Lowell, Lawrence, Worcester and Cambridge.

Implementing Chapter 622 - Much of this past year's emphasis in implementing Chapter 622, as far as occupational education was concerned, was placed on opening up traditionally male vocational-technical programs to women. While some schools have pioneered in this respect, others have lagged. The Division was a major participant in the work of the Board of Education's Ad Hoc Committee on Chapter 622 and has contributed to the formulation of departmental guidelines on the rights of women to quality occupational education. Representatives also attended a national conference, held in Hartford, Connecticut, on women in the world of work. Meetings are being held with all vocational school directors to develop a variety of means for freeing up all programs for prospective female applicants.

#### Aiding the City of Boston

The City of Boston, while participating in all of the program-types described in this section, nevertheless constitutes a special case and a special problem, not only to its own citizens but to all of the citizens of the Commonwealth. In many respects, Boston is the heart and the life-blood of the State. Should decay and obsolescence set in, the entire State will suffer. Should its students not receive useful educations and subsequently swell the welfare rolls while starving Boston industry for skilled workers, the State's economy will be further depressed.

The Department recognizes that Boston's occupational education facilities have not been able to expand and stay as modern as those in many of the suburbs. The City simply can not afford it, given its other staggering costs. Therefore, during Fiscal Year 1974, the Department reserved over \$2 million from federal Vocational Education Act monies for Boston, so as to greatly expand its occupational offerings.

Unfortunately, court actions delayed the implementation of these new programs. Nevertheless, during the past year, the Division of Occupational Education - together with other divisions and with the Commissioner's Office - has developed a comprehensive planning project,





in close collaboration with city educators. This project is in the process of being funded and will have a dramatic effect on Boston's total system of occupational, vocational and technical education, in the immediate future.

#### Promoting and Developing Collaborative Programs

One of the more important goals of the Commissioner and the Board of Education was the development of a vastly increased amount of collaboration in order to make optimal use of resources available to education. In the occupational education area, major emphasis was placed on collaboration among different types of secondary schools in the occupational competence goal program. This program also involved other types of collaboration such as that between the schools and Industry or Business; and, both of these with community agencies. The Division also took independent steps to meet this increasingly important need:

**Project INTERACT** - The Division funded and assisted the State Board of Regional Community Colleges in this effort to investigate "models of interactive planning between regional vocational schools and community colleges in the Commonwealth of Massachusetts". The results of this fiscal year 1975 pioneering project will provide guidelines for a variety of such collaborative projects in the immediate future.

**Southern Berkshire Study** - The Division also funded and actively collaborated with the Massachusetts Commission for Occupational Education in the latter's performance of this study, which investigated alternative means for offering occupational education to a group of sparsely populated Western Massachusetts communities for whom vocational schools of the conventional, regional type were financially impossible. A series of meetings has since been held with community representatives to make the recommended new form of collaboration a reality.

#### Preparing for a New Manpower Training Act

During fiscal year 1974, the Division began to take steps to convert its manpower training responsibilities under the Manpower Development and Training Act of 1962 (which lapses in December, 1974) to those stipulated under the Comprehensive Employment and Training Act of 1973 (CETA). The Division has been meeting regularly with a number of other state agencies concerned with the implementation of this new special revenue sharing Act; has been assisting "prime sponsors" (cities which will receive major funding allocations) in their development of programs which will use vocational education services for manpower programs; and, began to develop a new CETA staff in the Division.

#### Private Resources for Occupational Education

The task of providing occupational education for all citizens of all ages, in a highly industrialized state such as Massachusetts, is monumental both in complexity and prospective cost. Consequently, all possible quality resources must be utilized, whether public or private. In the private sector, in-plant training programs provide one example. The public occupational system collaborates with the industry-based system in numerous cooperative education programs. A second important resource is the private vocational school system.





These schools cover many trade areas, including Allied Health, but the majority concentrate on business-office education.

The Division of Occupational Education is required, by State Law, to license such schools and their salespersons (except those representing private trade schools). During Fiscal Year 1974, various abuses were uncovered in a limited number of private vocational schools which in turn pinpointed deficiencies in the several Acts governing this area.

During the latter part of the year, the Division headed a department-wide effort to redefine the Department's functions regarding these schools. Frequency of visits was increased to the point where "monitoring" began to replace mere "licensing". Lines of collaboration were strengthened with other State agencies concerned, particularly the Office of the Attorney General, and a wide-ranging program of public information begun. New legislation was drafted and passed. In summary, the Department of Education made many improvements in its own efforts to help the private vocational school sector in the latter's attempts to maintain high quality programs.

#### Maintaining Core Vocational-Technical Education Programs

While the emphasis of these highlights is placed on program innovation and on alternatives to the traditional vocational-technical programs, it should be understood that the Department remains fully committed to the maintenance, expansion and improvement of the conventional core of Massachusetts occupational education: the regional vocational-technical schools, the municipal vocational-technical schools, and the comprehensive high schools which qualify for state incentive aid as approved occupational programs.

During Fiscal Year 1974, approximately 160,000 students were served within this core system, including secondary, postsecondary and adult levels. The total investment increased to over \$200 million, in current year expenditures alone. One new regional vocational-technical school began operations, while three additional ones began construction. Many new programs of technical education were established in both community colleges and technical institutes, a number of which were collaborative efforts of both institutional types. A massive approach to occupational guidance was begun for both the junior/middle school and secondary school levels. Hundreds of individual occupations were being taught, not only to regular students but to both employed and unemployed adults under the Manpower Development and Training Act and the Apprenticeship Program.

One of the main developments affecting this core system was the greater involvement of other State agencies, layman organizations and professional organizations which were deliberately consulted by the Division in order to gain a greater and more representative consensus for planning.

#### Developing Support Services

The Department of Education, through its Division of Occupational Education, continued to define and expand its role as facilitator for local educational agencies which offered or intended to offer any type of occupational program. Three important support areas





are worthy of note: Professional Development; Research, Development and Dissemination; and, Regionalization:

Professional Development - The Office of Professional Development, Division of Occupational Education, offered technical assistance to fourteen regular teacher training programs conducted in public institutions of higher education, as well as to seven innovative projects in occupational staff preparation funded in part from a special federal grant under Part F of the Education Professions Development Act. Over 1500 teacher and administrator applicants were tested for approval by this office; over 1000 teachers were given instruction in special approval courses; and, over 1000 experienced vocational and occupational educators received training to up-date their skills. Special workshops were offered in new regulations under the Occupational Safety and Health Act, to community college administrators on career education program development, and in junior/middle school career guidance techniques, among many others.

Research, Development and Dissemination - The Division of Occupational Education, through its Research Coordinating Unit and other bureaus, continued its support of applied research and demonstration efforts which were begun in previous years: Project E/D Model developed five models for occupational competence programs, developed four models for occupational exploratory programs, produced a 16mm film on alternative methods for offering occupational education, and mailed all available publications in these areas to all local educational agencies in the Commonwealth. Project CAREER continued to develop performance objectives or skill statements relating directly to 123 selected occupations and which are being used to infuse career education concepts into general education programs. Project MODEL's mobile trailer-units increased in number to four (Automotive, Business Education, Distributive Education and Evaluation), reached 24 isolated and diverse populations, and brought instruction to more than 370 special students - some mentally or physically handicapped, some Black or Spanish-speaking, some inmates of correctional institutions, and others who were classified as disadvantaged. Project CEDIS continued its development of a computerized file of research and curriculum materials relating to occupational education, provided in-service training to educators desiring to use the system, published informational bulletins on new acquisitions and services, and assisted numerous schools through computer searches and individualized plans for program design and development. Project MISOE reached the stage of testing its comprehensive model for data acquisition and system simulation, allowing more systematic decisions to be made when several occupational system alternatives are possible.

Regionalization - The Department has accelerated its effort to improve services to local educational agencies, through its six regional centers. In the occupational education sector, advances were made when each of the six centers acquired the services of an occupational education coordinator/specialist. Toward the end of Fiscal Year 1974, plans were being finalized for placing the Division of Occupational Education's manpower development personnel and occupational program auditors into the regional centers. The Division collaborated closely and effectively with the Pugh-Roberts management study group which has been employed by the Board of Education to develop the regionalization





plans, as well as to propose a reorganization of remaining staff at the State Office, among other kinds of management improvement.

John P. Manning

Bureau of Program Services

Ghernot Knox, Director

Office of Trades and Industry

Among chief areas of concentration of this office during the past year was a continuation of a program evaluation effort designed to assure quality in existing secondary occupational programs in the Trade and Industrial sector. Over thirty (30) program evaluations were undertaken. In conjunction with the Bureau of Special Needs, evaluation of the technical aspects of twenty (20) programs for the Disadvantaged and Handicapped students was also accomplished. In an effort to increase program supervision, a self-evaluation mail return instrument was designed and implemented. As in past years, the feedback obtained in program evaluations has aided in further refinement of the evaluation techniques employed by this office.

Related to the above, other activities were also undertaken to expand the technical capability of this office. While the basic framework for this effort was established in the past, it was possible to increase the utilization of resource individuals for technical expertise during fiscal year 1974. To date, vocational instructors in the various vocational schools throughout the Commonwealth comprised the largest segment of the resource bank; however, during report year, individuals from industry were also enlisted. In so doing, the quality of expertise available for technical review and assistance has been considerably increased. This enabled the T and I Office to undertake in depth reviews of educational specifications and architectural plans of three (3) new vocational schools. Working in conjunction with the Division's Office of Facilities, this effort was particularly successful, as the experience and expertise gained in the construction of recent vocational schools was incorporated into new and planned facilities.

Supplementing the increased technical review capability was an on-going curriculum development and dissemination effort. In addition to gathering materials from other States, a computerized curriculum search of E.R.I.C. was undertaken with the assistance of the Career Education Document Information System (C.E.D.I.S.) Project. The resulting product has been incorporated into a number of T and I programs. While this office is also involved with an on-going effort to develop curriculum packages, this past year saw the initiation of an effort designed to produce in-depth model curriculum guides. In conjunction with this Division's project ED/MODEL, one prototype reference document specifying equipment listings, supply needs, and various shop layouts in the Wood Trades area has been developed for educators initiating Trade and Industrial programs. Special steps





have been taken to prevent these publications from becoming formal guidelines, thereby discouraging the natural growth of individual programs. The intention is only to utilize them as reference materials. Similar documents for twelve other Trade and Industrial Occupational areas are planned at this time. In the past year this office participated in the formulation of a series of educational films designed to increase the awareness of students to the "World of Work". In conjunction with the National Information Service (N.I.S.), the nationwide clearing house for educational media, and the Massachusetts Educational Committee for Educational Television (M.E.C.E.T.), seventeen (17) films dealing with occupational awareness choice were produced. These films are scheduled to be released across the country in the fall of 1974.

Another key activity of this office was to provide increased technical assistance to vocational schools throughout the State. Over twenty (20) on-site visits were accomplished during the academic year. While focusing on new regional vocational schools and programs in areas judged to be economically depressed, advice was provided to all superintendents and vocational administrators who requested it. In addition, this office participated in a series of workshops concentrating on the Division's funding guidelines and priorities. These sessions were carried out at the Department's Regional Centers throughout the Commonwealth.

The second major thrust of this office was the initiation of new programs in the Trade and Industrial Occupational areas. As a result of previous years' funding efforts, fifteen (15) new vocational programs were implemented. Presently this office is processing over one hundred (100) program proposals for FY 1975 Federal funding consideration.

Upon examination of accomplishments in terms of geographic distribution, this year saw the implementation of programs in a number of economically depressed areas. In addition plans were formulated to concentrate FY 1975 Federal funding in similar areas in the Commonwealth.

In all of the programs under the auspices of this office, students spent fifty percent (50%) involved in shop laboratory instruction and the remaining time in related training and academic work.

While past years saw a trend toward the support of more diversified occupational areas, the focus this year was on developing alternative delivery systems of vocational education. For example, at Lynn Vocational Technical Institute eight (8) late afternoon programs were implemented. This increased the school's capability of servicing the vocational needs of the City by thirty-five percent (35%). In another instance, at the Martha's Vineyard Regional Comprehensive High School leasing of commercial restaurant property was undertaken in order to implement a Culinary Arts program. While keeping the program costs to a minimum, this strategy affords students in a regular school setting the opportunity of obtaining intensive, applied vocational education training.

#### Office of Agricultural Education

Accomplishments in respect to Planned Objectives and Activities -  
All new agricultural programs and those which were expanded or improved





in any way by the use of federal funds were evaluated by this office. It was found that the local contribution to these programs and the interest of the community or region toward agricultural education is on the increase with adult evening program offerings expanding at a tremendous rate.

Technical assistance to superintendents and other interested school officials was carried out either in this office, at regional workshops or directly with the school. The results of these meetings have brought about the establishment or the prospects of establishing three new programs in horticulture within the next year.

Enrollments have increased in the existing programs by about 10%. Three new departments opened this past September with 66 new students enrolled.

Accomplishments in terms of Geographic Distribution of Funds - Funds allocated to agriculture in fiscal 1974 were assigned to one L.E.A., Marthas Vineyard. The island was in dire need of establishing occupational programs and much interest by the students was shown for Ornamental Horticulture.

This department opened in September, 1973, for 24 students who immediately commenced erecting the greenhouse and other facilities as a part of their training program.

Martha's Vineyard is not an economically depressed area but many services such as landscape gardening, nursery products, flowers and tree work have to come from the mainland. School administrators and this office were in agreement that students on the island should be trained to take over these needed service areas.

Level of Education and Average School Time Students spend in Agricultural Education.

- |                                 |                   |
|---------------------------------|-------------------|
| 1 - Secondary level- 9-12 years | 3- Adult programs |
| County Schools - 50%            | 20-30 hours       |
| High School Departments 35-40%  |                   |
| 2 - Post Secondary- 13-14       |                   |
| 50% of time                     |                   |

Activities of Youth Organization - Student participation in Agricultural Education is a fundamental part of the instruction.

The Future Farmers of America Youth Organization is an integral part of the high school agribusiness and natural resources education programs. It is the only organization providing specific programs for students preparing for leadership and careers in the broad spectrum of agricultural careers including farming and businesses that support farmers.

FFA is an organization for young men and women. Its basic strength stems from the involvement of a large portion of its membership at the local, state and national levels.

The FFA is governed by student members and officers with a minimum of adult supervision. Its activities encourage members to learn through





actual experience, how to conduct and take part in public meetings, to speak in public, to buy and sell cooperatively, to finance themselves, and to assume civic responsibility.

Many activities were engaged in by the vocational agricultural students this past year: public Speaking contests on local, state and regional levels; parliamentary Procedure contest on the local and state level; judging contests in poultry, livestock, dairy cattle, dairy products, and meats on the local, state, regional and national level; and, horticulture, Agricultural mechanics, and tractor driving on the local and state level.

Chapter and State Officers attended leadership conferences and conducted training programs on a state-wide basis, and some also attended regional and national leadership training programs.

#### Office of Distributive Education

Goals of the Office of Distributive Education are to provide options for general secondary school students to secure occupational competence in distributive occupations throughout the Commonwealth; also to develop success attitudes in the student, to develop the concept of the importance of marketing to the free-enterprise system, and to prepare the students in the skills necessary for securing an entry-level job.

The planned goals and objectives have been achieved in the Office of Distributive Education in that thirty-two new and expanded programs were offered to the secondary school population to develop occupational competence and to prepare students for the skills necessary for personal success in distributive occupations. IEA programs were improved through seminars and teacher training sessions held under the auspices of the State Department of Education and the University of Massachusetts.

In Brockton, Dartmouth and Haverhill (Whittier Regional) programs were operated for the handicapped and disadvantaged in areas of high unemployment, high population density, high dropout rates and a high degree of economic deprivation. These programs have been successful during the school year.

Activities - The Office of Distributive Education engaged in the following activities: advised school principals, directors, and superintendents or superintendent-directors of new trends, regulations and procedures, through a series of regional workshops; provided proposal planning consultative services (review and edit) to both municipal and regional school leaders; evaluated and otherwise processed programs proposals; implemented funding and monitoring sequences; provided technical assistance to all programs; evaluated all federally funded Distributive Education programs (old & new); disseminated descriptions and analyses of successful programs and guidelines to LEA's; developed and disseminated updated curriculum materials and teacher aids; and, distributed Teacher-Coordinator Handbook for Massachusetts and the first portion of the University of Massachusetts DE Curriculum Supplement. The remaining portion of the DE Curriculum Supplement will be distributed in the Fall.

Objectives Achieved - Higher education institutions were assisted in educating adequate numbers of new professionals, as were State professional associations in up-dating the skills of presently employed





staff, in and for Distributive Education. Two seminars were held by the University of Massachusetts for in-service training for new and existing D.E. teachers.

Although a number of Distributive Education programs in the Commonwealth were rated as good-to-excellent, three were considered worthy of special mention:

Whittier Regional Vocational Technical High School - Type of Program: All inclusive exploratory, grades 9-12 work experience in the 11th and 12th grades as well as school store experience, especially for those who do not go out to work; Location: Haverhill; Funding: \$23,265; Persons served (number, sex, age, grade, income group, handicaps, locational racial/ethnic): The DE Program was offered with opportunities for the handicapped and deprived and all racial and ethnic groups. Haverhill is an area of high unemployment, high population density, high dropout rate and a high degree of economic deprivation. School population in the program included thirty-six male and female students in grade 9; twenty in grade 10; and twenty in grades 11 and 12; Instructional tency in occupational education marketing and distribution with guidance assistance in plans and on-the-job supervision; Method of instruction (classroom, shop, cooperative, etc.): Classroom, school store, cooperative work experience with supervision; Intensity of program (time per week, weeks per year): Exploratory Distributive Education involved intensive daily training in Distributive Education for five week periods. Cooperative D.E. involved two consecutive periods of classroom instruction and afternoon on-the-job training equivalent to a minimum of two periods; Program effectiveness (school retention completion, placement, earnings, etc.): School retention was complete. Job placement in marketing and distribution through teacher-coordinators was excellent.

Assabet Valley Regional Vocational Technical School - Type of Program: All inclusive exploratory grade 9. Students operate school store provided as a Distributive Education laboratory; Location: Marlborough; Funding: \$17,700; Persons served (number, sex, age, grade, income group, handicaps, locational racial/ethnic): The DE Program was open to all members of the Assabet Valley regional community serving grade 9 disadvantaged, handicapped, male and female. Enrollment included 24 regular, 12 disadvantaged and 4 handicapped. Plans to expand the program to incorporate cooperative distributive education through grade 12 are in progress; Instructional content and other services provided (Guidance, placement, etc.): classroom instruction, school store operation and instruction; Intensity of program (time per week, weeks per year): Exploratory DE involves intensive daily training in Distributive Education for 5 week periods. Plans in effect to expand program through grade 12.

Milton High School - Type of Program: Secondary school Program for the 12th grade; Location: Milton; Funding: \$15,335; Persons served (number, sex, age, grade, income group, handicaps, locational racial/ethnic): Twenty-two male and female students enrolled, open to all racial and ethnic groups; Instructional content and other services provided (Guidance, placement, etc.): All areas of Distributive Education competencies provided, as well as guidance cooperation. Placement and followup done by teacher-coordinator; Method of instruction (classroom, shop, cooperative, etc.): Team teaching used extensively with English and Art Departments. Project method supplements regular classroom work; Intensity of program (time per week, weeks per year):





Thirty-nine weeks per year, 2 consecutive periods daily with a minimum of distribution supervised by the teacher coordinator; Program effectiveness (school retention completion, placement, earnings, etc.): Students remain in school and complete the program.

#### Office of Health Occupations Education

We have improved, expanded and integrated quality Allied Health Occupation Education programs to meet the needs of all students in the Commonwealth who require such instruction, with emphasis on target populations.

The Office of Health Occupations Education has assisted in establishing new programs and in expanding existing programs in the Allied Health Occupations. Ninety-four thousand two hundred and ten dollars (\$94,210) of Part B money funded six new health programs. School Principals, Directors, Superintendents, or Superintendent-Directors were advised of new trends, regulations, and procedures in program planning and development, as well as curriculum preparation at the individual schools in addition to regional workshops. Program packages have been developed by the Health Specialist. A newsletter has been initiated and is disseminated to all Allied Health Education instructors in the public schools of the Commonwealth. Proposal planning consultative services (review and edit) were provided to both municipal and regional school leaders who represented a wide variety of geographic areas throughout the State. Six regional workshops were offered by the Health Specialist to disseminate information and provide technical assistance for proposal preparation, during October and November 1973. Health Occupations proposals were evaluated and otherwise processed.

LEA's were assisted in expanding and improving the quality of all existing Secondary, Post-Secondary, and Adult Health Programs. The Health Specialist provided technical assistance to all Superintendents, Principals, Directors, and Superintendent-Directors for developmental planning and program implementation in a supportive manner throughout the year. Regulations governing the 10 to 15 hours per week of school time for Health Occupation programs at the secondary level were stressed. Post-Secondary and Adult Health Occupation programs provide more hours per week sequentially. Instructional workshops for health occupations personnel based upon behavioral or performance objectives were conducted at various schools to enrich and enhance curriculum preparation and revision. The Health Specialist participated in coordinating proposal program planning with local, regional, and community leadership.

The Office of Health Occupations Education assisted all LEA's at the Secondary, Post-Secondary, and Adult Educational Institutions to educate and prepare an adequate number of new professionals as well as providing options for up-dating the skills of presently employed professionals in the field. They were also assisted in identifying professional as well as educational personnel for membership on the Ad Hoc Health Occupations Proposal Review Team including the Regional Occupational Specialists in the six regional offices. Nineteen evaluations of all federally funded Health Occupations Education programs (old and new) were completed by May 1974. Descriptions and analysis of evaluation standards were provided to all LEA's engaged in or planning Health Occupation programs. The Health Specialist has monitored all projects for conformance to federal and state regulations.





## Office of Business and Office Education

A total of 680,224 Federal dollars were allocated for 53 new Office Occupations Programs offering an additional 4,618 students the opportunity to pursue an Office Occupation Cluster. This impetus utilizing Part B funds has significantly improved the quality of Office Occupation programs in addition to more efficiently preparing secondary students for entry into meaningful employment.

The Program Officers initiated 61 new and expanding secondary level Office Occupation programs, along with offering technical assistance to allow program Directors the opportunity to train more young people for this area of labor market demand.

Accomplishments of Objectives and Activities - The Office of Business and Office Education worked with and offered technical assistance to create 54 approved Office Occupation programs; advised and assisted over 100 LEA's in the development of preliminary outlines for the submission of proposals for FY 75 funds; revised, edited, and recommended approval or disapproval on 102 BOE programs submitted for FY 75 funds; conducted a typing survey to assist teachers and administrators in determining curriculum needs concerning current needs in business and related typing occupations; participated in twelve workshops and regional office visitations conducted by the Department of Education and its Regional Offices; secured material for future use in reference to the printing of a curriculum guide in the area of Data Processing; periodic mailings went to each of the 248 Business and Office Education Program Specialists, concerning allocation of program money, vocational youth activities, and curriculum innovations; expanded undergraduate and developed graduate and post-graduate programs and courses in BOE at Salem College, Fitchburg State, and the University of Massachusetts; and, created the groundwork for a curriculum and resource center at Salem State College to service the needs of pre-service and in-service BOE administrators, supervisors, and teachers.

Accomplishments in terms of Geographic Distribution of Allocation of Funds - 102 Business and Office Education proposals were submitted requesting Federal funds. 87 were approved for funding and fifteen were disapproved for funding, 53 of those approved being submitted to the Board of Education to be funded. The remaining thirty-four were classified as approved with no resources (Part B Money) available.

Ninety-two percent of the 87 approved proposals requesting FY 75 monies were within the boundaries of EDA areas.

The following programs were judged to be outstanding:

Westford Academy.- Type of Program: Typing and related with interest on Electronic Instruction. Location: Westford, Massachusetts; Funding: \$24,254 (Secondary); Persons served (number, sex, age, grade, income group, handicaps, locational racial/ethnic): 320 Males, 451 Females, 105 disadvantaged students, lower to upper middle class, white and non-white. Instructional content and other services provided (Guidance, placement, etc.): An electronic approach to typing instruction offered to give all business oriented students an opportunity to achieve a job entry level skill; Program effectiveness (school retention completion, placement, earnings, etc.): The program is slated to have a high percentage of participants completing (90





to 100 percent) with all of those who have completed being given the opportunity to enter the world of work or related business in reference to their training. Students enter the Labor Market at the average or slightly above average in comparison to the on-going wage. Cost per student (instructional, other if applicable): The cost per pupil for the program is approximately \$325.00.

Milford High School - Type of Program: Office Machines intensive Model Office/Communication Center concept. Location: Milford, Massachusetts; Funding: \$14,877 (Secondary); Persons served (number, sex, age, grade, income group, handicaps, locational racial/ethnic): Thirty-two males, 102 females, lower to middle class, white and non-white students; Instructional content and other services provided (Guidance, placement, etc.): Utilizing the Model Office concept to stimulate and relate the actual world of work in a school setting; Method of instruction (classroom, shop, cooperative, etc.): Instructional Component utilizes laboratory approach; Program effectiveness (school retention completion, placement, earnings, etc.): Program has a high percentage of participants completing (90-100) with all who complete having opportunity to enter the world of work in or in a related basis in reference to training; Cost per student (instructional, other if applicable): The cost per pupil for the program is approximately 125 dollars.

King Philip Regional High School - Type of Program: Exploratory level Business and Office Education/Typing and Related Occupations; Location: Wrentham, Massachusetts; Funding: \$19,844 (Secondary); Persons served (number, sex, age, grade, income group, handicaps, locational racial/ethnic): 198 males, 303 females, lower middle class, white and non-white students, 65 disadvantaged students, and 45 handicapped students; Instructional content and other services provided (Guidance, placement, etc.): Exploratory Program and Business and Office Education to train participants to enter into the skill development level of Typing and related occupations; Method of instruction (classroom, shop, cooperative, etc.): Instructional Component utilizing the classroom and laboratory around large and small group and individualized instruction. There will be Electronic typing instruction approach; Program effectiveness (school retention completion, placement, earnings, etc.): Program effectiveness allows student to prepare for entrance into higher levels of training with pre-initiated direction and alternatives for regular, disadvantaged, and training skills for the handicapped; Cost per student (instructional, other if applicable): The cost per pupil for the program is approximately \$95.00.

Business and Office Education Youth Organization (MOEA) - This fiscal year marked the end of the first full year of operation of the Massachusetts Office Education Association. At sometime during this school year every school was notified of the existence of such a program. Eighteen schools responded affirmatively in enrolling 378 student members into the organization. During the year, activities included a fall leadership meeting, six Board of Directors and Student Advisory Council meetings, and a State Conference.

Office of Industrial Arts

"Industrial Arts Education programs" means those education programs





(1) which pertain to the body of related subject matter, or related courses, organized for the development of understanding about the technical, consumer, occupational, recreational, organizational, managerial, social, historical, and cultural aspects of industry and technology including learning experiences involving activities such as experimenting, designing, constructing, evaluating, and using tools, machines, materials, and processes which provide opportunities for creativity and problem solving and assisting individuals in the making of informed and meaningful occupational choices; and (2) which the U.S. Commissioner of Education has determined will accomplish or facilitate one or more of the purposes of the Vocational Education Act, as amended.

Occupational Competence - We are proud that industrial arts is playing a key role in occupational competence. Being exploratory in nature, students are offered comprehensive programs allowing them to make more valid career decisions. With the passage by Congress of PL 92-318, industrial arts now qualifies for vocational funds. This change in the funding of vocational programs has opened an entirely new concept and approach to the funding of industrial arts. The dichotomy that has existed for so many years between industrial arts and vocational education appears to be breaking down; a combined effort of the area vocational schools and the comprehensive high school has brought about a unified effort in developing a logical continuum for the students in the Commonwealth. The clarification of the roles of Vocational Education and Industrial Arts has brought about a more cooperative spirit in the merger of these two areas.

Accomplishments in respect to Objectives and Activities - (1) Assistance to local districts in facility planning, review and recommendation for building plans and equipment was accomplished in each of the six regions; (2) Six leadership conferences at regional offices, leading to the submission of over 50 industrial arts proposals; (3) Over 100 schools (both Jr. High and high schools) were visited to assist them in program development and new directions based on the cluster approach. Continuing consultive work is being provided to local and regional leaders in writing proposals for new programs, and for the improvement and expansion of continuing programs; (4) A unique training program co-sponsored by the Division of Occupational Education and Fitchburg State College has prepared over 50% of its graduates as directors of Occupational Education in the comprehensive high school in the Commonwealth, with the number constantly on the increase; (5) A survey regarding the inclusion of girls in Industrial Arts was sent to all communities of over 20,000 population (Chapter 218) with over 145 responses resulting. At this point; informational packets are in process of being formulated.

Accomplishments in terms of Geographic Distribution - (1) Funds allocated to industrial arts were non existent; however, due to the passage of P.L. 92-318, each region was visited several times encouraging LEA's to apply for Federal funds; (2) Administrators from each of these regions have been consulted as to the new directions of industrial arts and have been encouraged to make local commitments to change their Industrial Arts curriculum as part of the Massachusetts Commissioner of Education's Occupational Competence Goal program.





Level of Education and Average School time Students spend in Industrial Arts - Industrial Arts covers grade levels K-12. The average Industrial Arts program starts in the elementary school utilizing 10% of a six period day; at the high school level, 20% of a six period day. Industrial Arts, because of its comprehensiveness, covers many areas and lends itself to a unified - or cross - discipline approach.

#### Office of Cooperative Education and Work Study

Part G Cooperative Vocational Education Programs - Funds assigned to this area were used to establish new cooperative programs relating to training programs operating in secondary schools. Thirteen new Cooperative Education programs were established in Trade and Industry, Office Education, and Diversified Education, throughout the Commonwealth this year. Evaluations of the newest programs established the fact that the money allotted to inaugurate these programs was well spent. The philosophy and objectives of the programs are clearly defined and understood by the instructors and the students. Support from the administration more than meets the interests and needs of the programs. Physical facilities meet the guidelines established in the proposals. The teacher-coordinators and administrators give evidence of doing an exemplary job. The physical facilities in 75% of the schools involved in evaluations were rated from adequate to superior; in 25% of the older school buildings, the facilities were adequate considering existing conditions. Much credit is due to the teacher-coordinators' ingenuity and flexibility.

The Division of Occupational Education has worked cooperatively with various agencies in an attempt to keep LEA's up-to-date with current trends in the area of cooperative education. Workshops have been conducted with the involvement of representatives from the following: U.S. Department of Labor; State Department of Labor and Industries; Associated Industries of Massachusetts; business and industrial leaders; local educational agencies; Boston University; The University of Massachusetts; Northeastern University; and The New England Association of Colleges and Secondary Schools.

Purposes of the workshops were to disseminate information relating to: pre-service courses; recent O.S.H.A. legislation; the role of the cooperative education coordinator; the involvement of disadvantaged youth in the cooperative method of learning; development of an on-going process of communication among all agencies involved in cooperative education. In addition to the workshops, meetings and communication with the many agencies involved in cooperative education ranked program development high on the list of priorities of the Division.

Part H Work Study - The work-study program funded 23 different schools, serving 2,341 pupils, for a sum of \$210,349 Federal dollars and \$451,171 State and Local dollars for Fiscal Year 74. The schools included 14 Vocational Schools, three County Vocational Agricultural Schools, and four comprehensive high schools. Each of schools and communities supplied matching funds in order to avail themselves of the appropriation. As a part of the austerity program in depressed cities, in many instances, such cities were unable to have their required amount of money approved





in the local budget. Hence, some deprived youth were denied the opportunity to benefit from the work-study programs.

#### Office of Facilities

This office has assisted and coordinated the development of occupational-technical education facilities as much as possible to meet the needs and resources of Massachusetts communities and regions. Its first objective is to support and coordinate the implementation of occupational-technical education facilities during and after the submission of educational specifications and architectural plans. In order to accomplish these ends, it is of paramount importance to collaborate fully with School Building Assistance Bureau. Among the activities pursued through this collaboration were: BNC (beginning needs conference), Curriculum and Instruction, Chapters 572 & 645, Educational Specifications, Site Plans, Topos, Surveys, Bonding, Special Education, Nutritional Education, Acquisition-Chapter 1018, Eminent Domain, Urban School Problems and Solutions, Relocation-Chapter 79A, School Plant Planning, Educational Consultants, Chapters 622 & 766, and Value Engineering.

The Division and SBAB have cooperated during FY 1974 in helping the following school systems to develop new or expanded physical facilities for occupational education: Greater New Bedford Regional Vocational Technical High School; Chicopee Comprehensive High School; Franklin County Technical High School; Northeast Metropolitan High School; Tri-County Regional Vocational Technical High School; North Shore Regional Vocational Technical High School; Northern Berkshire Vocational High School; Shawsheen Valley Regional Technical High School; Silver Lake Regional Vocational High School; King Philip Regional Vocational Technical High School; and, Smith Vocational and Agricultural High School.

Meetings were held on all of these schools with concerned parties and site visits were made whenever these were deemed necessary. LEA's were advised on a variety of school construction matters such as cost effectiveness, procedures for writing proposals, program areas and building spaces, and architectural barriers to special needs children, among others.

Several conferences have been held with educational consultants and architects. Also, preliminary and final educational specifications and preliminary working drawings have been reviewed on several occasions and the input from the Division's secondary supervisors and administrators has been duly incorporated.

During FY 1975, the Office of Facilities has been subjected to an intensive, internal effort to modernize its own resources and operations; and, to make available a greater quantity of useful materials to local educational agencies. Scattered files have been located, reviewed and synthesized; pertinent statutes are now available; related projects such as CAREER, MODEL, E/D MODEL and MISOE are now fully described in the Office's files and copies are available to LEA's; sections have been developed on management topics such as management-by-objectives and value engineering; similarly, there are full sets of materials on the goals and objectives of the State Board of Education and the





Commissioner of Education; and, program packages are being developed for LEA distribution on all aspects of school construction, as well as in specialized areas such as facility requirements for special needs children, building renovation, land acquisition, and building rentals. In addition, the Office of Facilities is compiling a comparative pupil cost study of vocational school facilities which have opened since 1969.

#### Office of Home Economics

Home Economics comprises the group of related courses or units of instruction which includes Consumer and homemaking and occupational preparation. The units of instruction are organized for purposes of enabling pupils to acquire knowledge and develop understanding, attitudes, and skills relevant to personal growth, home, family life and the world of work. The knowledges and skills of home economics also prepare individuals for a gainful occupation. Consumer and homemaking programs are implemented, maintained and expanded under the provisions of Part F of the 1968 Amendments to the Vocational Education Act. Programs which are occupationally oriented prepare students for gainful occupations and are supported under Part B of the 1968 amendments which serves all ages. "As the two aspects of home economics education programs - consumer and homemaking and occupational preparation - continue to expand and gain depth, it is essential to maintain them as parts of a total program in home economics education."

The objectives of the Office of Home Economics were accomplished as it assisted in establishing new secondary programs and in expanding existing programs in consumer and homemaking in the following areas: Food and Nutrition, Child Development, Family Relations, Clothing and Textiles and Consumer Education. These programs include occupational preparation.

During fiscal year 1974, the following activities were accomplished: school principles, directors, superintendents and superintendent-directors were advised of new trends, regulations and procedures through a series of regional workshops; consultative services were provided for proposals to both municipal and regional school leaders; proposals were processed, implemented and monitored throughout the year. Thirty-two proposals were approved. Guidelines were developed for dissemination and two conferences were sponsored: one by the Division emphasizing Occupational Home Economics in which 63 participants attended; and one sponsored by Framingham State College for the Division, emphasizing Home Economics for students with special needs and the new State Law #766.

Many benefits were received such as: increasing the awareness of the general public regarding better understanding and knowledge in consumer and homemaking and by expansion of occupational opportunities and placement in the area of Occupational Home Economics.

Benefits were received such as: quality instruction and staff, more effective and systematic communications with LEA's which resulted in a fairer treatment of all, and increased enrollment. Total enrollments were as follows: Consumer & Homemaking, 16,704 to include secondary, post secondary and adult. (Gainful) occupational preparation 3,837 to include secondary, post secondary adult & cooperative.





Although a number of home economics programs in the Commonwealth were rated as good-to-excellent, two were considered worthy of special mention:

Foods & Nutrition Program (North End Community Center) via New Bedford Vocational School - A new program to provide instruction for 40 adult students, to develop skills for personal home and family living in the use of surplus home food and its relation to nutrition. Recipe Book was developed for dissemination. Students are given the opportunity to prepare well balanced and attractive meals with the use of surplus foods; Program Costs: \$11,783.07; A homemaking course consisting of instruction, emphasizing the area of surplus commodities. The project began in September 1973. It accommodated approximately forty adult students in September, and hoped to expand to twice that number the following program year. The socio-economic breakdown of the group served is as follows: (1) Welfare recipients (AFDC); (2) Elderly on fixed incomes receiving surplus commodities; (3) Low income families not on the welfare rolls, but eligible for surplus commodities. The group was composed of disadvantaged adults. The project is open to all ethnic, religious and minority groups in the city of New Bedford. Enrollment is open to all residents of the City providing that they receive surplus commodities. The group met for a three-hour period which involves instruction, textbook work, and putting into practice what they learned by preparing actual dishes. Classes meet for a twice a week schedule. The schedule was not so structured that it could not be changed to accommodate more students and increased periods of instruction as needed.

The project was initiated because of the realization that many disadvantaged people eligible to receive surplus commodities were not taking all the commodities available to them because they lacked the know-how to properly prepare dishes utilizing those particular foods; also in many cases they destroyed those commodities foreign to them. The commodities were meant to supplement their diets and to free some of the monies spent on groceries in order to take care of other necessities of life.

It was with this background in mind that the staff of the N.E.C.C. Center decided to find an expert in the field of home-economics, recruit students for a class and negotiate with the Department of Public Welfare for commodity foods to be used in the project.

The objectives are as follows: (1) To teach the nutritional values of surplus commodities; (2) To demonstrate the economic advantage of food preparation with surplus commodities; and (3) To educate the students in food preparation in order to pass on the knowledge gained to others in the community.

Instructors prepare work program in advance. The dinner to be prepared is selected by the instructor. The instructor demonstrates the techniques involved in preparing the food. The second half of classroom time the students prepare the meal themselves. A textbook will be incorporated into the program. Periodically written exams will be administered by the instructor to measure material retention. A textbook specifically designed by the staff, with input from the students will be written to be used later by other similar projects across the state.





Home-Based Early Childhood Education Program (Cambridge Public Schools) - A new program to provide instruction to 119 high-school based, post-secondary students and adults in child development; comprises parents, high school students, and home visiting teachers. The following activities were carried out: (1) Four trips per year to interesting places (e.g., Drumlin Farm, Aquarium, a state park, zoo, seashore) to provide first-hand experiences for children and pleasure and stimulation for mothers and all children in the participating families. Home Visitors and ECE high school students would assist; (2) Three appropriate toys per year were brought by the Home Visitors to the other siblings in each family (i.e., those not primarily involved in the program); and (3) High school students in the Early Childhood Education Training Program spent 1 to 2 hours per week in the homes doing follow-up work with participating children, playing with all children and using the toys and books of the program. The total program was funded at \$87,357.

The major component of our total program is to begin a home-based program for 20 mothers and babies who would be 8 to 12 months old at the outset of the program. The approaches used in this component of the program were based on Rick Heber's and Burton White's research findings. Materials and techniques were used which had been developed in Granite City, Utah, which has successfully pioneered a home-based intervention program for parents and their very young children. For details, see T.H. Bell's "Your Child's Intellect, a Guide to Home-Based Pre-School Education", Olympus Publishing Company, 1972.

Another important component of the home-based program is the employment of a full-time, trained Home Economist whose duties are to give instruction, advice and counsel to families in the program who need help in home and family management. Another part of her job is to locate and expedite the getting of help from other agencies in the community when the need for such help arises in any of the participating families. The Home Economist would also assist the Director in recruitment and supervision, and would coordinate the work of the psychometrists who would test the 70 children at the beginning and end of each year.

Courses were implemented to provide professional improvement and opportunities for pre-service and in-service teachers. Courses allowed for professional development and curriculum development.

In keeping with the regulation, more than 1/3 of Part F funds were allocated for programs in depressed areas.

Bureau of Postsecondary Occupational Technical Education

Anthony Cipriano, Director

A workshop was conducted at the Assabet Valley Regional Vocational High School for Massachusetts Rehabilitation Counsellors and Veteran Agent Counsellors in order to provide them with greater insight for Adult Occupational resources available in both private and public institutions.





Another workshop was conducted at the Montachusett Regional Vocational High School for personnel from the community colleges and the vocational schools offering Post Secondary Technical Education in order to provide them with alternative methods in collaborating and coordinating efforts, thereby maximizing resources to respond to many unmet needs. Six colleges are presently collaborating with others in the planning stages.

The evaluation instrument for post secondary programs developed in Fiscal Year '73 by the bureau was utilized by the community colleges in Fiscal year '74. This instrument coupled with the self-evaluation instrument of the American Vocational Association provided an initial basis for accountability in the community colleges.

The bureau manual continued to be distributed to various public and private agencies. A revised addition is being compiled and will be available for distribution in several months. This manual provides educators and laymen with complete listings of adult occupational education offerings available in the Commonwealth.

#### Office of Technical Education

Post-Secondary Occupational Education programs are designed primarily for youths and adults who have completed or left high school and who are available for an organized program of study in preparation for entering the labor market. In Fiscal Year 1974, under P.L. 90-576, 7 vocational schools and 14 community colleges offered 81 courses in 40 occupational areas with federal funding under this Act. In Massachusetts, fifteen community colleges enrolled 14,180 students in 46 career areas and 186 courses with state appropriated funds. Under the categorical aid of Chapter 74 of the Massachusetts General Laws, twenty-seven Vocational Schools enrolled 3,424 students in 32 Occupational Career areas and 112 courses. In FY 74, \$1,685,950 of P.L. 90-576 Part B funds were assigned to support 40 occupationally instructional areas as follows:

Vocational Schools	\$ 367,473	(22%)
Community Colleges	<u>1,318,477</u>	(78%)
	\$ 1,685,950	(100%)

In fiscal year 1974 for the objectives of Post-Secondary Technical Education, an accomplishment rate of 85 per cent was obtained. Completed were the objectives and activities for the processing of post-secondary proposals, technical assistance to local educational agencies, program information dissemination, and expansion of educational opportunities for more students. The evaluation aspects for on-site visitations were not fully accomplished, although for the first time, specialists from the Division of Occupational Education served as members of funded programs evaluation teams at two community colleges.

During fiscal year 74, some 176 proposals were processed, reviewed, evaluated, edited, and 80 were submitted to the Board of Education for approval. Six regional office workshops were conducted throughout the Commonwealth to clarify, assist, and inform the private non-public sector, the vocational schools, and community colleges on guidelines and general procedures for filing program proposals for post-secondary





funding. Technical assistance was provided to administrators opening new vocational-technical schools, and guidelines of the Board of Education and Board of Higher Education are now being implemented in every case wherein a Chapter 74 school seeks to offer a post-secondary occupational program. The Technical Education section of the Division Directory, Opportunity and Resources, was revised and updated.

Of the 81 approved and federally funded programs, more than one-third (28) of the programs were in the Health Occupations area, the fastest growing field in our economy. To help meet the demand for Health Workers, post-secondary occupational educational programs were established in six vocational-technical schools and 22 health-related programs established or expanded in eight community colleges. Geographically, nineteen of the funded programs in the health area were distributed in communities categorized as economically depressed areas or areas with high rates of unemployment.

Another third of the funded programs in the post-secondary category involved business and office occupations. All but one of the funded programs were to maintain, extend, or improve office occupations programs in twelve community colleges. Geographically, the distribution showed that 75 percent of the funds were allocated to areas with high rates of school dropouts, unemployment and economic depression. Clerical and Secretarial Office Training was emphasized to meet the increasing demand for the development of marketable skills for the office automation age. Expansion of career programs in the use and operation of unit record equipment and computers is noted.

The area of services occupations in the community colleges was funded for ten police and fire science programs, four early childhood education programs and four human service cluster programs to train students as assistants to professionals.

Twelve programs were funded in the technical-trade and industry area to meet current needs in Tool and Die Moldmaking, Electronics, Electro-Mechanical Technology, Graphic Arts, Waste Water Plant Technology, Cable TV, and maintenance programs. Two Cooperative Education and two Distributive Education Awards were granted.

Post-secondary students spent 70 percent of their school time in occupational education.

Exceptional programs were funded in three community colleges. A goal of Occupational Competence was afforded to fifteen Middlesex Community College students to receive training at a regional-vocational-technical school in either Basic Electronics or Metal Fabrication resulting in a marketable skill. At Roxbury Community College an occupational exploratory, evaluation, and remedial programmed learning service for 150 disadvantaged students was funded. At Springfield Technical Community College, the cooperative education Programs expanded to support 180 students in twelve occupational areas.

#### Office of Apprentice Training

In compliance with Chapter 23 of the Massachusetts General Laws, the Division of Occupational Education is required to offer a minimum of one hundred and fifty hours of related instruction





for all apprentices. Because of close liaison with the Board of Electrical Examiners, classes were established in four regions to assist electricians (marine), formerly employed by the Boston Navy Shipyard, to meet the requirements for license examination. Classes in journeyman training were established for 250 of these marine electricians. After completion of this special code course, they were granted up to 2 1/2 years toward the required 3 years electrical work experience. This is a requirement in Massachusetts before electricians are eligible to take the Journeyman's examination.

Classes for preparing the Spanish-speaking and minority groups for apprentice training were highly successful. However, as a result of the energy crisis, not all of the six objectives of apprentice training were met. The regional meetings were cancelled and all information was disseminated to the administrators by mail. Nevertheless, it was a banner year for apprentices, amounting to about a 20% increase in those attending class. The new high of 256 classes and approximately 5210 apprentices constitutes an enrollment increase of about one thousand over FY 1973. These classes included 36 different occupational areas.

Again, due to the energy crisis, the members of the carpenters course of study committee (FY 74's major curriculum development effort) were unable to get gas to attend meetings. As a result, the course of study will be two months late. In its initial drafts, it appears to be an excellent course of study and will be ready for distribution for next year's classes in carpentry.

All meetings of the Apprenticeship Council Advisory Council, Coordinating Committee and Training Directors were attended by this office, resulting in better understanding of the functions of all concerned. An outstanding apprenticeship carpenter's contest was held in one of our new schools (Haverhill) which brought closer together the Joint Apprenticeship Council of the state with the school administration and the public. A contest was held by the J.A.C. for the best poster and program cover designed by students of our schools. For this contest, prizes and plaques were awarded to the winners of the poster contest. This bringing together of commercial and graphic art with the building industry affords better relations and understanding among the trades.

#### Office of Adult Education

During FY 1974, 12 schools participated in 40 courses which included 30 occupational areas with an enrollment of 880, under federal funding available from the Vocational Education Act (P.L. 90-576). Under the categorized state aid for vocational education (Chapter 74), 40 schools participated in 438 courses which included 67 occupational areas.

School evaluations were held to a minimum this year due to the energy crisis. Many of our schools closed their evening program during the winter months and reopened them towards the end of March. The programs that were evaluated were well organized and structured to meet the needs of adults seeking training or retraining in numerous and viable occupational areas. Procedures were established to accelerate course approval. In analyzing one year's experience with this method of approval, there are still areas that need refinement, but basically this procedure





has improved effectiveness by about 50%. New lists of course offerings were completed by December 1973, and were mailed out to all L.E.A.s and other educational agencies by January 1974.

All proposals (63) were processed on schedule. Thirty-five (35) programs were approved; two in Health Occupations, 1 in Office Occupations, 27 in Trade and Industry, 1 in D.E., 2 Consumer and Homemaking, and 1 in expanding exploratory. The Health Occupations programs had a total enrollment of 55 students, total funding of \$11,253, and an average per pupil cost of \$204.00; the Office Occupations programs had a total enrollment of 20 students, total funding of \$970.00, and an average per pupil cost of \$45.00; the Trade and Industry programs had a total enrollment of 875 students, total funding of \$36,851 and an average per pupil cost of \$42.00; the exploratory program had a total enrollment of 60 students, total funding of \$6,286, and an average per pupil cost of \$105.00. All of the programs funded were in areas with high rates of unemployment and economic depression. The average time spent by students in Adult Occupational courses, with the exception of Apprenticeship Training (150 hours), is 120 hours per year. Classes generally meet twice for 3 hours each night.

Exemplary Program Information - "Project Explore", at Shawsheen Valley Regional Vocational School in Billerica, Massachusetts, was funded for a second year as an expanding program. This funding allowed 60 new students to take part in this unique program. This program is designed for educationally disadvantaged adults. Evaluation of this program at the end of its first year of operation showed the program to be successful in meeting its stated objectives. The students are selected, tested, and allowed to choose from 12 different occupational areas for exploratory experiences. Provisions are made to allow each student to rotate through at least four areas of occupational training. Student progress is evaluated at the end of this training period by his instructors, guidance personnel and the student himself. A direction is chosen for more intensive training and is mutually agreed upon.

Evening Practical Arts - Through out the State, 49,000 residents participated in 45 State-aided Practical Arts courses. These courses cover a wide range of subjects related to the home and consumer interest. Although these courses are considered to be avocational, many benefit from these skills monetarily.

Workshops for administrators of E.P.A. programs were held in five Regional Centers throughout the State. These workshops were conducted to provide information on policies and procedures related to Practical Arts. The Office of Adult Education feels these meetings enabled the administrators to have a better understanding of the overall program.

Approximately one-third of the schools conducting E.P.A. programs were visited during the school year for the purpose of evaluation. This procedure assists the administrator in offering the students quality courses and instruction.

An advisory committee for Practical Arts was established in January to review and discuss policies pertaining to E.P.A. Members of the Advisory Committee, in turn, gathered information and opinions from administrators in their respective areas and were extremely helpful in making decisions affecting the program as a whole.





## Office of Private Trade Schools

All schools required to be licensed were visited prior to the renewal of license. Forty Private Trade Schools were evaluated. Field reports and follow-up letters were recorded for each visit and properly filed. Control books and charts were established and organized indicating when schools were evaluated. Statistical data reflecting the number of courses offered and student enrollment were generated in these control charts. Teacher training courses were offered for eligible instructors in Private Trade Schools, who completed an approved methods of teaching course by the Division of Occupational Education. Information on Private Trade School courses were disseminated to the public upon request. A directory of course offerings and general information about the licensing of Private Trade Schools was updated. The average school time spent by students attending Private Trade Schools averages 30 clock hours: 5 days per week, 6 hours per day. Part-time, Saturday and evening enrollment was also available, average 6 hours per week. Inasmuch as each school was visited at least once, it is hoped that in FY 75 a greater concentration will be made on classroom presentations by trade specialists.

## Office of Private Correspondence Schools

Private Business Schools - In FY 74 sixteen Correspondence Schools operating in the State of Massachusetts were licensed and thirty-three out-of-state Correspondence Schools were registered. Home Study courses that were offered included eighteen from licensed schools and thirty-three from out-of-state schools. Enrollment data indicates that over 6,000 students participated in licensed Home Study courses. All 16 in-state correspondence schools were evaluated and the directory of schools and course offerings was updated.

Chapter 75C of the General Laws defines a Correspondence School as any school maintained for the purpose of providing instruction by correspondence in any field of study for a tuition charge or profit but shall not include a Correspondence School having no place of business in the Commonwealth, or such schools maintained or conducted by employers for their own employees, or schools operated by religious institutions.

Chapter 75C also requires that agents representing Correspondence Schools be bonded and licensed by the Department of Education. It is the policy of the Office of Private Correspondence Schools to interview each representative upon application for an original license. Statistics indicate that over 260 representatives were licensed in FY 74. In FY 74, three Correspondence Schools ceased offering courses to the public.

## Office of Private Business Schools

In FY 74, forty-nine Private Business Schools received an original license, representing ninety-five courses including thirty-three occupational areas with an enrollment of 9,500 students. An inventory of the Private Business Schools licensed by the Department of Education was prepared and a manual compiled for dissemination to the public.

The advisory committee to the Private Business Schools met on four occasions during FY 74. New laws and legislative acts were discussed as well as reactions to specific cases involving school and student matters. Three





schools had never been licensed by the Department of Education, and they have been referred to the State Attorney General's office.

The average time spent by students attending the Private Business Schools averaged 25 clock hours, five days per week, five hours per day. Part-time evening enrollment was also available, averaging five hours per week.

Chapter 75D, the Education Law governing the licensing of Private Business Schools, defines a Private Business School as one that is maintained or classes conducted for profit or by charging tuition for the purpose of teaching business administration, accounting, data processing, computer operation, secretarial skills, sales techniques or social skills, habits or customs; but not any Private Business School regulated by any agency of the Commonwealth to grant degrees or a school conducted by an employer for the education and training of his own employees.

#### Office of Manpower Development and Training (MDTA)

The major objective of the MDTA office is to provide quality education in the various public and private facilities throughout the Commonwealth of Massachusetts for the disadvantaged, unemployed, and underemployed. The MDT Staff maintained the coordination and supervision of community-based organizations for providing trainees with limited English-speaking abilities an opportunity to broaden their vocabulary so as to make them employable and to acquire the basic language skills necessary to enter skill training programs. In addition, other community-based organizations have provided trainees with occupational training particularly in the paramedical and domestic employment fields.

During Fiscal Year 1974, MDTA programs have increasingly used community college programs throughout the Commonwealth through the use of the Individual Referral (MT-3) method.

A continuous effort was made by this office to assist penal authorities in providing training programs for inmates both at the institutions and away from the institutions. One innovation implemented was the practice of allowing trainees to travel from the institution to the training facility where they are receiving training.

The Concentrated Employment program (CEPS) which this office monitored during Fiscal Year 1973 was phased down in many areas of the Commonwealth. In F.Y. 1974, the MDT Office provided program development, curriculum assistance, and on-site evaluation of facilities as requested by HEW. In some areas of the Commonwealth, established MDTA Skill and Training Centers have provided services and training previously provided by CEPS. The MDTA and Training Centers have continued to provide MDTA Services in accordance with the Commonwealth Training Plan. Both Skill Centers (Boston and Springfield) have increased their slot allocations to 188.

At present, each Skill Center is offering Orientation & Assessment, Basic Education, Clerical Clusters, and a Refrigeration and Electrical Cluster. In addition, both are providing thirteen other occupational programs. The four MDTA Training Centers (Worcester, New Bedford, Fitchburg, and Brockton) are providing similar occupational training areas as Skill Centers, but at a reduced slot level.



The MDT Office was requested to implement four national programs in the Commonwealth. These programs were innovative and provided training to special needs students in such areas as up-grading the skills of Emergency Medical Technicians, Minority Business Leadership Training, Project Transition, and up-grading the skills of Auto Mechanics on the latest auto emissions control devices on new automobiles.

#### Statistical Summary of MDT Activities During F. Y. 1974

MDT Institutional Training Programs played an integral part in the training of unemployed and underemployed individuals in the Commonwealth of Massachusetts during F.Y. '74. The Statistical summary of MDT activities include:

Number of Programs 94

Number of Trainees 3,365

MDT Programs Budget	\$ 2,411,077
Administrative Budget	261,765
Allowance Money for Trainees	<u>4,016,578</u>
	\$ 6,689,420

Bureau of Special Needs

Amanda Houston, Director

#### Office of the Disadvantaged

The Office of the Disadvantaged received 150 proposals during FY 74 and was able to provide new and expanding occupational training for those categorized as disadvantaged under Public Law 90-576 (an individual who is not succeeding or cannot be expected to succeed in a regular program and where the individual's disability is a contributing factor to his lack of success) in order to lead them to get employment in a meaningful job. Many students termed disadvantaged by other government agencies, such as residents of low-income areas or ethnic minority students, were already served by post-secondary occupational education programs but were not counted as disadvantaged since they required no special services. Disadvantaged students on the post-secondary level fell into two main groups: dropouts, or out-of-school youth who had not completed secondary school, and marginal students at post-secondary institutions, that is, those who had entered the post-secondary level but were having trouble staying in.

The main aims of most of these programs were to prepare dropout students for further education, and to give them some saleable skills for economic survival, since the dropout will generally need supplementary education to move into stable primary labor market jobs. In a few special cases, programs prepared dropouts for direct entry into stable primary labor market jobs. In some instances, programs prepared dropouts for direct entry into stable primary labor market jobs which did not require extensive







classroom experience. Care was taken to see that offerings of new programs were distributed geographically throughout the Commonwealth of Massachusetts to better serve this population.

There was an increase in the number of disadvantaged persons enrolled in occupational programs at comprehensive and vocational-technical high schools and community colleges.

Information was disseminated regarding all special programs of the disadvantaged to agencies and community groups serving such persons by way of workshops, communications in person and through the mails. Exemplary disadvantaged programs are as follows:

Opportunities Industrialization Center of Greater Boston, Inc., Business-Office Program - This Roxbury-located evening program has experienced an increase in enrollment over the past years. The classes have turned over 2 1/2 and sometimes 3 times during this year. The total movement of students by the classes are:

ABE I	33
ABE II	69
ABE III	42
GENERAL CLERICAL I	52
GENERAL CLERICAL II (Feeder)	43
GENERAL CLERICAL III	53
ESL I	46
ESL II	41
ESL III	39
ELECTRONICS	33
KEYPUNCH	30

The turn-over of students from pre-vocational to vocational has been good. It is estimated that the percentage is approximately 75%. The majority of students upon completion look forward to upgrading on their present job or a new job. The OIC job developer has been very helpful in these areas.

During this period, an average weekly attendance has been 138 students averaging 4 1/2 months. The drop-out rate has maintained the same level for the past years with the primary causes being personal reasons and absenteeism. The counselors have worked to reduce this drop-out rate. The fiscal year 1974 was a good year for the evening students. This year was of importance because it helped the students move from present jobs to new jobs and it also made it possible for some students to read and write for the first time.

Project MODEL (Mobile Occupational Development Education Laboratories)- Fiscal 1974 was Project MODEL's second year of existence, yet it marks only the first year of actual in-service operation. As is the case with most first experiences, it was a period when, at certain times, progress and success accrued with rapid surety and, at others, with slowness and difficulty.

Among its many qualities, Project MODEL, above all, has taken a frontrunning position in fulfilling a leadership role within the Division of Occupational Education by the mere fact that it is bringing a unique specialized form of instruction to handicapped and disadvantaged populations who have had





little or no access to occupational education.

The Automotive, Business, Distributive Education and Evaluation Mobile Units reached 24 isolated and diversified populations and brought instruction to over 370 students - some mentally or physically handicapped, some Black, Spanish-speaking or otherwise classified disadvantaged, and some inmates of correctional institutions. Placement in some programs was excellent, Business Education's 32 out of 75 being the best, and in others placement was minimal. Placement figures, however, do not always indicate the true measure of a unit's success, as in the case with the Automotive Unit which did a majority of its work with correctional inmates who, at the time, were not eligible for parole or work-release.

Since MODEL's primary goal is to encourage and assist receiving agencies in initiating their own programs, another encouraging indicator of the Project's success is that 9 agencies have requested MODEL's services to do just this. This is not wholly accurate either, however, since many agencies - though favorably impressed with the program and its results - could not initiate their own programs because of funding constraints, internal conflicts, or other problems beyond MODEL's control. It is just as meaningful to say that, wherever the units went, they were well-received and that a majority of students were favorably influenced, whether in skill areas or in their attitudes towards work and self. Many favorable articles appeared in newspapers throughout the Commonwealth, and MODEL also received coverage on WBZ-TV. The Project assisted this public relations aspect by developing an informational film and a new attractive brochure.

There were some problems. Some of the units were not exposed to specific populations, e.g., the Automotive Unit to the Deaf, but this was as much a function of only being able to cover so much ground in one year as it was anything else, and MODEL expects exposure to these unattended populations in the coming year. The most serious problem was that MODEL experienced an almost 100% turnover in instructional staff during the year, three teacher/coordinators alone having resigned since March. Two of these positions have since been restaffed. Resignations have occurred for various reasons but the one most likely to continue to plague MODEL is that once a MODEL teacher/coordinator has received in-service training and exposure to target populations he amasses such a repertoire of skills in Special and Vocational Education that he is highly attractive to other agencies and may resign to take a new position.

Bromley Cross Program - The Bromley Cross Program is located in the Martha Eliot Health Center in the Bromley Heath Housing Project. The program was begun on a voluntary basis at the request of the tenants. Adults who had heard of the service requested that it be expanded and the agencies such as the Martha Eliot Health Center and the Boston Housing Authority have offered space and other specialized services. The educational project is designed primarily for people having academic and socio-economic handicaps. Approximately 80% of the tenants are receiving some form of public welfare assistance; they have not finished high school, have no skills for employment and lack confidence in their abilities. The instructional program is designed to meet the special needs of the students. Most of the women are in their middle twenties by the time their youngest child begins school.

It has been found that many of the students in the program have serious health and social problems that adversely affect the development of their own lives and that of their children. Since there are medical and social





agencies available to them in this location, they have learned to use them effectively. The unique feature of the program is not only academic achievement as well as learning a marketable skill, but the economic independence, development toward self-sufficiency, and the effect of this self-confidence on their children's school achievement.

This past year's enrollment was almost 75 students. Next year the Clinic has increased the program space which will be rehabilitated so that room may be made for more students who want to prepare for jobs.

#### Office of the Handicapped

The Office of the Handicapped operates in parallel with the Office of the Disadvantaged, except that its target population is the physically, mentally or emotionally handicapped student. During FY 1975, its sole goal was to provide new and expanding occupational training for the handicapped student whose condition prevented him or her from succeeding in regular occupational education programs, so as to lead such a student into gainful employment which will be meaningful. As a sub-goal, the Office has been concerned with preparing for implementation of Chapter 766 of the Massachusetts General Laws which places the bulk of responsibility for such children on the local community rather than the State. This has meant plans had to be made for including an increasing number of handicapped students in regular occupational education programs whenever possible.

The specific FY 1974 objectives of the office which were met are as follows:

- (1) to increase by 1000 students the number of handicapped students enrolled in occupational education programs in the comprehensive and vocational high schools and in the community colleges (2 new programs in comprehensive high schools, six in vocational schools, and 2 in community colleges); and
- (2) to increase by 1000 the number of handicapped students trained in special programs, primarily using private training resources (3 new programs for paraplegics and other physically impaired, 3 for the visually impaired, 2 for the emotionally disturbed or addicted to either drugs or alcohol). Examples of outstanding programs are the following:

Career Development for the Handicapped, New Bedford Vocational High School Opportunity Center - In January, 1972, the New Bedford Vocational High School Opportunity Center received a grant from the Division of Occupational Education to initiate a program entitled Exemplary and Career Development For The Secondary and Adult Handicapped. The program objective is to train each individual for one of three possible alternatives: immediate competitive employment; referral after training to a suitable OJT program; or transitional employment for those awaiting favorable job opportunities. Access to a sheltered workshop is available to persons requiring a long growth period as well as for others whose disabilities preclude competitive employment.

During the past three years the Opportunity Center has expanded its program to include evaluation and counseling services as well as training in social, daily living and work skills. This capability fills a long standing community need for educating and training adult handicapped individuals over 16 years of age. The present curriculum is structured primarily for the retarded and learning disabled who comprise the majority of the Center's population, and stresses social development and living skill





training as prerequisites for instilling the self esteem and motivation necessary for gaining and holding a competitive job. Work training includes exposure to several fields of endeavor with a concentration of effort in the areas of maximum client interest and capability.

The Opportunity Center program represents a premiere effort in Occupational Education for adult handicapped individuals in the Greater New Bedford area, and is the only program specifically tailored to service this population group. The Opportunity Center has established and maintained cooperative liaison with local public and private human service agencies which now accept the Center as the prime community resource for handicapped persons possessing competitive work potential as well as for those who may never attain more than sheltered workshop skills.

The impact of the Opportunity Center program can be measured by the fact that each year, from an average enrollment of 45, between five and ten percent become and remain competitively employed. Twice this number usually are transitionally employed while awaiting a favorable job opening. These figures can be expected to show a continuing and steady increase.

Electronic Benchwork Technician Program for the Handicapped, Springfield Technical Community College - As a result of federal funding via the Massachusetts Division of Occupational Education, several handicapped students have found their way into the job market based on the training they received in the EBT program. The program's main thrust was the repair of consumer electronics, i.e. radios, television sets, stereos, and some citizen band communication equipment. Although thirty percent of the class elected to continue their education in this field, some are already benefiting from the program through the jobs they hold.

One student is presently employed by a local company making optical detecting systems as a technician. Another student is employed by a firm making television antennas and signal distribution systems. A third student has established a business in his home repairing C.B. equipment. These are just a few examples of the value of this type of program.

While attending STCC, these students proved their worth by repairing many television sets and radios for members of the college community, thus generating much good will for the department. These actions only point out that both the handicapped student and the school have mutually benefited - the student via the training, and the college by the experience gained in this pilot program. This fall the college will offer the EBT program in its Day Division with the anticipation of a 50 percent handicapped enrollment.

Learning Center for the Multiply Handicapped, Protestant Guild for the Blind, Inc., Watertown, Massachusetts - The Protestant Guild for the Blind, Inc., is a private, non-profit agency serving visually and multiply handicapped persons in Massachusetts and operates on a non-discriminatory basis. One of its main programs is the Learning Center which provides all-round training for the multiply handicapped.

In addition to the residential programs of the Learning Center and Community Residence, a Day Activity program provides much-needed vocational training for visually and multiply handicapped students in the neighboring





communities of Waltham and the Collaborative towns of Watertown, Arlington, and Belmont. The Guild serves twenty students from Waltham, seventeen from Watertown, and cooperates with other agencies such as United Cerebral Palsy of Greater Boston, for which the Guild has served ten clients.

Each student is evaluated by the staff and an individual schedule prepared from the well-rounded curriculum which includes vocational training in a wide variety of workshop skills; kitchen aides and general maintenance skills; mobility training; speech therapy; physical therapy; time and money skills; personal care and grooming, and others.

Through the Occupational Education grant to the Town of Watertown's School Department, young people from that town have been able to attend the Learning Center on a daily basis. They have received a wider range of training opportunities than would have been possible through their local school system. Periodic progress reports are provided to the students' public school supervisors by the Learning Center staff. Conferences between Learning Center and public school personnel are held as the need arises.

Occupational Education funding has helped to make possible the staffing and materials necessary to provide the type of training needed by the visually and multiply handicapped young people of the area.

#### Office of Youth Organizations

The Massachusetts DECA (Distributive Education Clubs of America) - This youth organization has 90 state and national chapters and 1818 members out of a potential of 7386 students. This includes Secondary and Post Secondary Distributive Education students. The State Careers Development Conference held in March had approximately 800 in attendance. Participants in the competitive activities were the top 3 winners in each of the 7 Regional Conferences held in February. Over 400 students competed in 25 areas of competition. Workshops were held and a Careers Exposition was available with various business organizations displaying their projects for the DECA Chapters to consider and various post-secondary schools exhibiting for the students' information. A delegation of 69 were among the 4700 attending the National DECA Careers Development Conference in Chicago in April.

The Massachusetts VICA (Vocational Industrial Clubs of America) - This youth organization was reactivated in FY 1974 after a year of non-participation. One chapter joined directly to National and one chapter has formed a VICA chapter at the local level. Mass VICA has 17 members registered with National VICA. A presentation about VICA was made at the General Motors Training Center during the final luncheon of the Automotive Seminar. A display booth was set up at the MIEA annual conference. General Motors has agreed to support the Automotive Skills next year at the State Skills Olympics. VICA has a potential membership of 51,378. Next year, the Massachusetts State Charter will be reactivated.

The Massachusetts OEA (Office Education Association) - This youth organization experienced its first year during FY 1974. There are now 17 chapters with 378 members and a potential of 85,972 students enrolled in office occupations courses. State officers were elected, a state





Careers Development Conference was held in March with the Mass FFA. This proved to be such an excellent experiment, consideration is being made for a joint conference next year. An officer training session was held following election of state officers and Executive Council meetings were held regularly during the school year. Competitive events and workshops were held for approximately 200 participating students during the State OEA Conference. The Massachusetts delegation to the National OEA Conference included 2 students who were officer candidates for a National office. The National Conference was held in April in Minneapolis.

The Massachusetts FHA (Future Homemakers of America) - This youth organization has 9 chapters with 213 members out of a potential of 20,056 students enrolled in Home Economics and Consumer Education courses. A fall conference was held in October with 6 workshops for the students to attend and the National FHA Executive Director attended. The state conference was held in March with elections of the 1973-1974 state officers. A delegation of 14 students and 7 adults attended the National FHA Conference in July with one student running for a national office. Framingham State College was the site of a meeting with the State Supervisor, chapter advisors, and chapter officers. During this spring meeting, plans were made for the coming year.

The Massachusetts FFA (Future Farmers of America) - This youth organization is the only one in the state that has shown a steady increase of both chapters and members. During FY 1974, FFA had 15 chapters and 603 members with a potential of 2115 students in agricultural programs. As an experiment, the State FFA Conference was held jointly with the newly organized Mass OEA. It was such a great success, consideration is being given to a similar conference next year. Approximately 300 students participated in the state conference activities. Along with the competitive activities, were general sessions, and judging of the chapter projects.

#### Office of Professional Development

During FY 1974, 681 written and performance tests were administered to prospective trade and industry teachers; an experimental examination in June offered in collaboration with the National Occupational Competency Testing Institute of Educational Testing Service serviced 400 more applicants. Over 90 comprehensive high school occupational competency and career education leaders have been trained at Fitchburg State College in the last two years. Westfield State is presently conducting workshops in eight comprehensive high schools and four vocational schools in developing programs of occupational competency. A consortium of Westfield, University of Massachusetts, and Fitchburg will expand upon this program in FY 75.

There are sixteen programs in various parts of the state to assist industrial arts teachers to attain certification. These programs concentrate on the occupational training of industrial arts teachers and encompass the metric system, cooperative education with industry, and the Occupational Safety and Health Act. Special courses in these three subjects are being taught as part of regular vocational teacher training as well.

A conference of academic and vocational teachers was held in June concerning the implementation of Chapter 766 and to preface courses in





"Methods and Materials of Teaching the Disadvantaged and the Handicapped" being presented at Tufts University.

Supervisors from the Division and prospective leaders in occupational education and industrial arts have been attending nine colleges in the East through EPDA fellowships. Nine applications (Massachusetts allotment) and seven alternatives were submitted to U.S.O.E. for funding of masters and doctoral programs under Section 522 of the EPDA, Part F. This year 25 doctoral candidates and 80 masters candidates are pursuing degrees at the University of Massachusetts, Temple University, University of Connecticut, and Ohio State under this program.

The University of Massachusetts at Boston is working with the Boston School Department's Assistant Superintendent for Planning to develop an Inner Core City-Metropolitan program in a two-year project. A Simmons College program to train black women for Special Needs programs is developing into a broad Home Economics program for occupational competency in pre-nursing, fashion design, child care, and clothing projects.

#### Bureau of Research

Jack Sweeney, Director

The Bureau of Research is comprised essentially of the Massachusetts Research Coordinating Unit (RCU), the Office of Exemplary Programs (Part D), and several developmental projects which the Division has funded in order to provide innovative leadership for local educational agencies.

The RCU's functions do not differ appreciably from year-to-year, emphasizing improved data acquisition, dissemination of research and exemplary program information, and conducting workshops on a variety of research-related matters.

During FY 1974, the Office of Exemplary Programs was temporarily moved to the Bureau of Administrative Services, in order to come under the Coordinator for the Department's Occupational Competence Goal Program. Part D exemplary monies were used to fund these pilot programs. The Division's accomplishments in the occupational competence area are described in the introductory statement of the Associate Commissioner for Occupational Education.

FY 1974 accomplishments of three of the Division's developmental projects are described as follows:

#### Project E/D MODEL (Evaluation/Diffusion of Exemplary Programs and Practices)

The primary objectives of this project are to identify, assess, summarize and disseminate successful and promising programs and practices to improve and expand opportunities for occupational competence. Using an extensive information acquisition system for gathering data on promising programs and practices, the project offers a process of assessment and summarization which leads to development of various implementation models for use by local educational agencies. Additionally, Project E/D Model utilizes a number of alternatives for development of occupational competence program





implementation packages for use by local educational agencies. A multi-media approach to foster maximum diffusion of these programs and practices is utilized. The following objectives have been met by Project E/D MODEL for FY 1974: (1) developed a dissemination model utilizing Projects FEEDER and MECCA; (2) developed four model programs in the areas of occupational exploration and alternative delivery systems; (3) developed five model programs stressing occupational competence; (4) hosted a dissemination conference for the occupational coordinators of the department's Regional Centers; (5) conducted a mailing of flyers on program models which had been developed, to all Massachusetts local educational agencies, and (6) produced a 16 mm film on alternative methods of offering occupational education.

#### Project CAREER (Computer Assisted Research for Educational Relevance)

Development and Guidance - During FY 1974, Project CAREER made great strides in achieving its two basic goals: (1) the establishment of a computerized data bank through the development of a system of processes; and (2) an experimental pilot-testing of the utilization of that data bank in three Commonwealth school systems. As is the very nature of research and development, revisions, refinements, and alterations were constantly being introduced in order to create this highly sophisticated and complex system of production. The actual product, however, the bank of validated and analyzed, job-oriented skills, will be of invaluable assistance to educators as they attempt to relate daily classroom experiences to the world-of-work. Other products, resultant of these developmental efforts, include task outlines of 123 occupations, and a variety of strategies and approaches to implementing the data in the schools.

In the area of guidance, numerous materials were developed to illustrate the utilization of the data bank for counseling purposes. The eight-part performance objectives assisted, not only as validated occupational information, but also in course selection, career planning, and job placement. Some specific products include: career information kits (career ladders), career preparation analysis charts (careerograms), workshop manuals (CIC, DOT), student files, and questionnaires.

Approximately fifty teachers and counselors in the three pilot school systems (Milford, Randolph, and Springfield) participated in programs at all teaching levels and in all areas. Interdisciplinary teams (English, Math, Social Studies, Science, and Occupational Instructors) wrote LAPs (Learning Activities Packages) which utilized selected performance objectives from the Project CAREER data bank (and, especially, the "four-columns" of instructional information). Activities were planned at all levels (elementary - awareness, junior high - exploratory and senior high - skill development), and Career Information Centers were set up.

All of these products, programs, and services have been designed and developed to be implemented on a state-wide basis in the next fiscal year. The over-all purpose is to assist educators in preparing students for the world-of-work by providing these occupationally-oriented materials and data for infusion into the daily curricula.

Handicapped Component - Considerable effort and activities were devoted to Project CAREER/Handicapped during FY 1974 in the two major areas of (1) the coding of the data for skill attainability by individuals with special needs, and (2) the pilot-testing of the data in special needs





classrooms within the three pilot school systems.

Activities were heavily involved this year with the recruitment and training of "coders" or special needs experts. A significant number of presentations to agencies were made which resulted in an increased coding staff of eighty individuals with expertise in six major special needs areas. Coders reviewed some 16,000 performance objectives, making judgments as to their attainability as stated or with certain equipment modifications. In some cases, consultation was made with representatives from business and industry relative to highly technical language and situations.

In terms of the pilot classroom activities, approximately eighty elementary, junior high, and senior high students participated. Twenty educators wrote, planned and implemented lesson plans and special activities in the occupational areas of construction, foods, automotive, business and office, sales, and health. The entire pilot programs were designed and based upon performance objectives from the Project CAREER data bank. All eighty students were pre and post tested in a battery of four tests which dealt with career awareness, occupational preference, self-concept, and academic skills. These tests led to the development of the format for a comprehensive, diagnostic prescriptive plan based on the regulations of Chapter 766.

The coding of the data, focusing directly on ability rather than disability, is designed to erase traditional stereotypes and create new career options for students with special needs. As these data are packaged and implemented by educators for their specific purposes, various skills are chosen and combined to create new job configurations and possibilities. Thus, with close cooperation from business and industry, skills can be determined and taught in an effort to offer rewarding career futures to all students.

#### Project CEDIS (Career Education Dissemination Services)

CEDIS (Career Education Dissemination Services) is an information support service which serves as a "link" between the local school and educational developments across the nation. During FY 1974, CEDIS made available a wide variety of already existing programs, materials, and other resources, including the complete collection of the ERIC (Educational Resources Information Center) data bank, occupational and career education information, the CEDIS Microfiche File of local materials, curriculum guides, and computer searches. To complement these resources, CEDIS provided in-service training in the use of the information system; published "Thru the Grapevine", a monthly alert of current educational developments, and specialized resource guides; and offered assistance to schools in curriculum development, proposal writing, planning, and program implementation. CEDIS supplies teachers and administrators with valuable information in a manner both efficient and easy to use.



ANNUAL REPORT

YEAR ENDING JUNE 30, 1974

DIVISION OF RESEARCH, PLANNING AND EVALUATION

JAMES F. BAKER, ASSOCIATE COMMISSIONER





## Introduction

The year's activity of the Division of Research, Planning and Evaluation must be characterized by such phrases as continued technical advancement, career uncertainties on the part of personnel due to the impending loss of Title V funds, and personal skepticism resulting from the redirection of the Department's design for assessment.

The generalities stated above are supported by evidences of revisions in computer systems and development of new systems necessitated by legislative changes in reimbursement and census programs. They are supported by the inability to obtain approval for the appointment of a director to the Bureau of Research and Statistics, the failure to appoint additional directors in two other areas of division responsibility, namely data systems and assessment, and loss of key supervisors. The concerns are reflected in a rejection of an assessment design directed toward the improvement of instruction and teaching and replacement by a questionable expenditure of funds reassessing information already available.

It would appear in the reorganization plans for the Department that the computer processing facility will have an increasingly important role in the internal management of the Department and in the provision of additional information for decision making. This is all to the good, its support by the Commissioner is appreciated, and it will undoubtedly bring to fruition efforts which have been aborted in the past.

### Bureau of Assessment and Evaluation

#### Director

The intent to continue to demonstrate alternatives for assessment and evaluation for the local educational agencies was halted and a revised design for assessment was developed by a Departmental Task Force chaired by the Office of Executive Planning. While budget planning for state assessment activities continues to be located in the Division of Research, Planning and Evaluation, transition of assessment responsibility to the Office of the Commissioner is taking place.

Certain philosophical and statistical advice is being tapped from Research, Planning and Evaluation personnel, while operational assessment activity is being directed by outside consultants.

A significant departure from past years was the release of Fourth Grade Test data to the general public. The confidentiality of such data had been promised to local school systems but was revoked by Executive Order, presumably from the Governor's office. While extensive efforts were provided by Research, Planning and Evaluation staff to assist in the interpretation of data and minimize misinterpretation, reports emanating from the local press presented conflicting information.



Research, Planning and Evaluation staff members were required to devote almost full-time during the months of August, September and October to the correction of misinterpretations of such data. Undoubtedly the profession's confidence in the Department was seriously undermined by the release of such information. Only the passage of time coupled with a very low-profile of assessment activity on the part of the Department can recoup the losses established by the events of the summer.

#### Bureau of Data Systems

##### Director

Significant contribution to the continuation of the responsibility for developing data systems, programming, and processing of information was the provision of state funds to offset the anticipated loss of Title V monies. This provision of funds permitted the Division to continue to operate, and in particular meet its mandated data gathering and processing responsibility.

Revisions in many of the data gathering instruments to meet the needs of Chapter 766, and revised vocational education needs necessitated extensive reprogramming for all computer processing assignments. This reprogramming as well as creation of new programs and systems for the Department's internal management effort, were conducted; ongoing systems for certification, development of directories, completion of various computer audit runs, and computer printouts for Chapter 70 and other aid or reimbursement programs were maintained.

Delays were experienced in the provision of certain data items such as per pupil expenditures and entitlement information due to the failure to receive all End-of-Year Reports on time from the local educational agencies, compounded by extensive auditing and corrections necessitated by the condition of the reports.

#### Bureau of Research and Statistics

##### Director

The Bureau of Research and Statistics has major responsibility for management of information systems including data concerning pupils, programs, facilities, staff and finance. This responsibility includes the development of forms or distribution of federal forms to collect data for various state and federal reports.





Specifically, the data collected included information particularly related to such Board of Education priorities as Chapter 766 serving pupils with special needs, development activities related to career and occupational programs, mandated information requirements for the Racial Imbalance Law, pupil fiscal data for numerous aid and reimbursement programs, and data for federal reports concerning elementary and secondary education known as the ELSEGIS reports.

Coordination of activities with the Bureau of Management Services and contributions to the Department's internal management study have required considerable staff input. A special federal curriculum study identified all courses offered in the secondary schools of the Commonwealth and provided extensive curriculum information of benefit to local education agencies and to the Department's Division of Curriculum and Instruction.

Planning activities to meet special census needs in preparation for Chapter 766, the bilingual census requirements, and the efforts to develop a census system to provide valid drop-out information represented on-going programs.

Cost analyses of suggested legislation effecting school district organization, state reorganization activities, and alternatives for the financing of public education continue to be a major emphasis of the bureau.



ANNUAL REPORT

YEAR ENDING JUNE 30, 1974

DIVISION OF SCHOOL FACILITIES AND RELATED SERVICES

WILLIAM B. BLACK, ASSOCIATE COMMISSIONER





The Division of School Facilities and Related Services has major responsibility for overseeing programs in school plant planning and funding, nutrition education and school food service, and school district reorganization and collaboration. Coordination and supervision of these programs involves the Division in several areas that are of high priority to the Board of Education.

By promoting nutritional well-being, planning new and improved school facilities, and providing for the best education services and programs through a regionalization or collaborative effort, the Division works toward furthering the Board priority of Respect for the Community of Man. Moving towards the implementation of this priority calls for close interaction with other Department units as well as many other state, federal, and local agencies. In order to provide safe and adequate facilities for all the children of the Commonwealth the School Building Assistance Bureau within this Division works closely with the Division of Special Education in providing facilities for students with special needs, as called for in Chapter 766 of the Acts of 1973, prior to submitting these projects to the Board of Education for approval. By providing technical assistance in the formation of adequate, viable regional school districts, the Bureau of School District Reorganization and Collaboration works toward expanding educational opportunities through the efficient use of state and local tax dollars. As one of its main objectives the Bureau of Nutrition Education and School Food Services has worked toward promoting nutrition education and the right of all citizens to be adequately nourished. By sponsoring workshops, conferences, and meetings with citizens and educators across the state the Bureau has attempted to foster an interest and understanding of the importance that good nutrition has on the learning process and future health of the children and adults of the Commonwealth.

In promoting Equality of Educational Opportunity all programs in the Division of School Facilities and Related Services relate to the Bureau of Equal Educational Opportunity. By insuring that school facilities are planned and constructed to provide each student, regardless of race, color, sex, religion, or national origin, with equal opportunity, the School Building Assistance Bureau works closely with the Bureau of Equal Educational Opportunity to meet the requirements of the Racial Imbalance Law and Chapter 622 of the Acts of 1971. The staff of the Bureau of School District Reorganization and Collaboration has worked closely during



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the past two years with the Governor's Commission on School District Reorganization whose task is to develop an action plan(s) for providing equal educational opportunity for all students and adults in the Commonwealth at reasonable cost. The Bureau of Nutrition Education and School Food Services continues to expand its program to provide food service to all the children of the Commonwealth at reasonable cost or, in needy cases, at no cost to the individual. Breakfasts are also provided for the needy. This year the Bureau developed a sequel to Focus on Nutrition, A Teacher's Handbook for Nutrition Education in Grades Kindergarten Through Six. This new handbook which included grades seven through twelve was presented at the statewide Nutrition Conference for Educators held at the John Hancock Hall and was distributed to superintendents and educators across the state.

Units of the Division cooperated with the Division of Occupational Education and local agencies to further the goal, Occupational Competency, by assisting in the formation of regional-vocational-technical school districts and by assisting in the development of plans and specifications for modern regional and local vocational-technical units.

#### LEGISLATION

This year the Board of Education filed four legislative proposals. Three of these four bills were developed by staff members of this Division in cooperation with the office of legislative affairs. These three bills were directly concerned with the operations of two of the Bureaus within this Division. House Bill 49 as originally prepared proposed to raise the limits of state reimbursements for expanded, unified K-12 regional school districts. This bill later became part of a larger bill, House 6100, which made corrective changes in various school aid formulas and included incentive monies for districts forming or expanding regional school districts and changed the reimbursement formula in the School Building Assistance Bureau's grant program. House 6100 was signed by the Governor on July 8, 1974 and became Chapter 492 of the Acts of 1974. House 50, recently enacted as Chapter 797 of the Acts of 1974, provides for the use of discretionary funds for developing collaborative/cooperative programs and services among school districts in the Commonwealth. These two enacted bills will greatly expand the operational responsibilities of the Bureau of School District Reorganization and Collaboration. The third bill in the Board legislative package was House Bill 52 which provided for the extension of the School Building Assistance Act to 1982. This program was established in 1948 to "encourage the establishment of regional and consolidated public schools and to provide financial assistance to cities and towns in the construction of School Buildings." This Act has been amended and extended many times in the past two and a half decades and currently carries an expiration date of June 30, 1976. In order to continue to provide





services and financial help to school districts in the planning and construction of needed school facilities, it is necessary that this Act be extended. House 52 did not pass this year, but it is anticipated that the School Building Assistance Act will be extended during the 1975 session of the legislature. During the legislative session the staff of the Division of School Facilities and Related Services and other Department staff met with interested groups in the Commonwealth, including the Department of Education Regional Center Advisory Committees, to promote understanding of the Board's four legislative proposals.

#### DECENTRALIZATION

In accordance with the Department of Education's Regionalization Plan, two of the three Bureaus within this Division transferred selected staff members and support monies to the various regional centers. Due to limited staff, the Bureau of School District Reorganization and Collaboration was unable to decentralize its operation in Fiscal Year 1975, but with anticipated new positions and funds in Fiscal Year 1976, it is planned that staff members of this Bureau will operate from the Regional Centers. In order to assess the needs of the various areas of the Commonwealth, Division staff members traveled to each of the Regional Centers to discuss the specific programs and concerns of Directors, Coordinators, and staff members of the Regional Offices and the central office. Following these discussions, it was determined where the greatest need for service lay in Division operations, and steps were taken immediately thereafter to transfer three School Plant Specialists from the School Building Assistance Bureau to North Andover and Lakeville and five Field Representatives to the Boston, North Andover, Lakeville, Worcester, and Springfield offices from the Bureau of Nutrition Education.

During the year Division staff served on the Search Committee -- Deputy Commissioner for Coordination, Kindergarten Waiver Committee, and the Governor's Commission on School District Reorganization.

The following pages contain the detailed reports from the School Building Assistance Bureau, the Bureau of School District Reorganization and Collaboration, and the Bureau of Nutrition Education and School Food Services in the Division of School Facilities and Related Services.



ANNUAL REPORT  
BUREAU OF NUTRITION EDUCATION AND SCHOOL FOOD SERVICES  
John C. Stalker, Director

INTRODUCTION

During 1974 the Bureau of Nutrition Education and School Food Services made every effort to implement the Department's basic Educational Goals placing particular emphasis on priorities established by the Commissioner.

Through workshops, conferences and programs, student and community participation has been encouraged and occupational competence and cost effectiveness in food service management augmented. Five (5) Field Representatives and five (5) Field Agents were transferred to Regional Offices in cooperation with the Department's purpose to improve relations with Local Educational Administrators and thereby strengthen the management capability of the Department. Leadership competence of personnel has been enhanced through intra-Bureau meetings; attendance at Department training sessions; and participation in allied professional workshops and on area-related committees.

Comprehensive and constant communication is maintained with all publics through newsletters and other written media. Legislation to provide adequate authority and funding was encouraged through direct contact with allied professional and civic organizations. Optimum use of Federal and State funds was made to maintain, improve and expand Bureau programs.

Results-oriented educational programs tied to goals have been initiated through in-service teacher training workshops; production and promotion of handbooks for teacher use; development of learning experiences, teacher aids and other resource material; and assistance with classroom or school projects.

IMPLEMENTATION OF GOALS

Nutrition Education Section

Although nutrition education is a mandated responsibility, emphasis was directed by this Section toward the Department's Program Priorities for 1974.

Physical and emotional well-being is a prime requisite for all occupational competency and is also imperative for equality of educational opportunity. Therefore, all activities of the Nutrition Education Section implemented these priorities. However, certain projects merit special mention.





A major accomplishment was the publication of FOCUS ON NUTRITION, A Teacher's Handbook for Nutrition Education in Grades 7-12. This is a sequel to the handbook published in FY71 for teachers of grades K-6. These two guides provide comprehensive and sequential nutrition education as an integral part of the curriculum for each child throughout his school years.

The guides promote student involvement in nutrition education learning experiences and collaborative programs with community and industrial groups.

The guides foster respect for the community of man--the right of all citizens to be adequately nourished and the resources available to effect this prerogative. A special activity piece, entitled FOOD AND MAN, was also developed to implement this goal. It combines social science and nutrition for a total elementary school project.

To introduce the new guides and motivate interest for nutrition education, a statewide NUTRITION CONFERENCE FOR EDUCATORS was held at John Hancock Hall. Over 700 school administrators, teachers, school food service personnel and allied health professionals attended. Keynote speakers included the noted Harvard nutritionist, Dr. Jean Mayer and Mr. Kenneth Schlossberg, Staff Director for the U.S. Senate Select Committee on Nutrition and Human Needs. This Conference, as well as the on-going promotional programs and workshops in nutrition education, help to enhance Department leadership and advance staff development programs for teachers.

Specific programs and workshops were developed to focus on career education in comprehensive high schools. PRE-SCHOOL NUTRITION programs were presented to Child Development classes---to students interested in careers as aides in Day Care Centers, as mothers, or possibly as future home economists or dietitians. A STUDENT NUTRITION WORKSHOP was conducted as a collaborative effort between students from Boston comprehensive high schools and the Occupational Resource Center. These future diet and health aides (mainly from Black and Spanish-speaking low economic areas) prepared nutrition resource materials for use in cooperating hospitals.

Support to the regional-technical high schools was provided through a nutrition OCCUPATIONAL COMPETENCY project. Students from comprehensive and vocational-technical high schools helped with the demonstration meal service at the NUTRITION CONFERENCE FOR EDUCATORS. Collaboration between public schools and institutions for higher education was strengthened through providing clinical experience in nutrition education for under-graduate and graduate students.



Delivery of more Department of Education services through the regional centers was implemented by a 10-week FOOD FOR YOUTH T.V. Series Workshop in the Northeast Center; and cooperative health-nutrition education workshops through the Springfield, Worcester and Southeast Centers. The T.V. Workshop was a cooperative project with Harvard School of Public Health in evaluating the FY73 program reaching 2,000 participants.

In conclusion, the Nutrition Education Section has endeavored to implement the Program Priorities of the Commissioner and the Board of Education. Although it did not reach handicapped children directly in FY74, serious consideration should be given to the relationship between malnutrition and mental retardation in the very young, and the influence of hunger on classroom learning.

Could preventive medicine---through expanded nutrition education and food service programs---reduce the amount of future tax dollars needed to fund Chapter 766?

#### Program Operations and Technical Services

To encourage "Respect for the Community of Man" in conformity with the Department's Goals for 1974 this Section gave priority to two imperatives in supervising the administration of food service programs in 2,548 schools, 209 Child Care Centers and 150 Summer Feeding Program sites involving the distribution of \$ 41,300,641 in Federal-State cash reimbursements.

Of the 677,961 children receiving meals daily in schools approximately 169,490 needy children were served without charge in accordance with Sectional priorities encouraging the service of free meals wherever and whenever necessary to insure conformity with the imperatives mandating "Equal Educational Opportunity" and an "Optimum Use of Federal and State Aid." In addition free breakfasts were served daily to 22,355 children in 206 schools and free meals served daily to an average of 26, 791 children enrolled in Child Care Centers or participating in Summer Program activity.

This Section also conducted 498 federally required administrative reviews, in addition to conferences, workshops, round table discussions, in-service training sessions and published monthly newsletters for schools and other Child Nutrition Programs. Comprehensive "Fiscal Management Analyses" surveys were completed by the Section in 623 schools as required by Federal-State agreements. The Section helped establish Student Advisory Councils and conducted in-depth studies of School Food Services. It initiated a series of workshops for food service personnel





of Child Care Centers. Through Commodity-Out-Reach, thousands of needy families were educated to the availability and uses of donated foods.

Professional personnel in this Section cooperated with local hospitals in the training of dietetic interns and worked with Framingham State College in the planning and development of a new Coordinated Undergraduate Program in Dietetics.

#### Program Expansion Section

This Section continued during 1974 to assist local educational agencies with expansion projects so that on June 30, 1974, all but 5 public schools in the Commonwealth were providing food services in accordance with provisions of Chapter 871 and the Department imperative of providing "equal educational opportunity to all children."

In an attempt to expand food service facilities in private and parochial schools an outreach program was initiated for the purpose of encouraging sponsors to participate and acquainting them with the federal cash incentives available to assist in the purchase of food preparation equipment.

This Section disbursed \$1,295,965.36 in Federal monies during 1974, which was expended by public, private and parochial schools to either purchase new equipment or to update outmoded equipment. Plans for development of these projects involved daily conferences with architects, equipment supply concerns, manufacturer representatives, local school officials, public safety and health officials.

Arrangements were made by this Section with 48 sponsors authorizing the service of 46,450 summer meals at 354 recreational sites, requiring an encumbrance of approximately \$ 370,000 in Federal monies.

Comprehensive training meetings were held for sponsors and site personnel to acquaint them with Summer Feeding operational details. During the year, this Section also arranged for the participation of five new School Lunch Feeding Programs for the Elderly as authorized by Chapter 753---bringing to 115 the number of these projects providing meals each day to an average of 5,700 elderly persons. These projects received cash reimbursements amounting to \$ 380,000.

#### Food Distribution Section

This Section distributed 84 million pounds of donated foods valued at \$27,000,000 to schools, child care centers and other



institutions, summer camps and needy families.

The availability of donated foods not only represented a contribution of approximately .0825 cents towards each meal served and offset to a considerable extent skyrocketing food prices, but, as well, provided children with a variety of nutritious foods.

Without the availability of these donated commodities, it would have been necessary to establish meal charges at a level inconsistent with the ability to pay of many children not eligible for free meals within income eligibility guidelines thereby depriving them of an equal opportunity to receive free meals.

3,170,000 pounds of these donated foods were allocated under contract to food manufacturers for processing into bread products, mayonnaise, cookies, pizza crusts and high protein macaroni and spaghetti products. The contracts negotiated by this Section resulted in savings of \$843,000. to eligible schools.

Recognizing the importance of donated food utilization as a factor in reducing meal costs, this Section sponsored demonstrations at both county and local levels and conducted recipe experimentation projects in Bureau's test kitchen.





# SCHOOL BUILDING ASSISTANCE BUREAU

## ANNUAL REPORT

YEAR ENDING JUNE 30, 1974

This report is divided into four parts headed Programs, Personnel, Project Data, and Activities Related to Board Priorities

### I. PROGRAMS

#### Acquisitions under Chapter 1018

In February, 1974, Chapter 1018 of the Acts of 1973, became effective. Chapter 1018 modified the definition of an approved school plant project to include "any project for the acquisition of an existing structure and the land upon which it stands together with such other lands as may be deemed necessary for the remodeling of such structure for use as a public schoolhouse." This provision of law permitted for the first time the general acquisition by municipalities of structures not specifically designed as schoolhouses under certain conditions. Since investment of public funds in such buildings is imprudent without expert analysis of the structure and review of appraisal reports, it was deemed necessary to request both staff and funds to provide this capability in the Bureau. At this writing, the supplementary request is pending.

#### Value Engineering

At its November 27, 1973, meeting, the Board of Education voted to authorize the study of a procedure by which School Building Assistance projects recommended to the Board of Education are accompanied by a "value engineering" certification which provides assurance that design and materials specifications meet generally accepted value engineering tests. The General Services Administration of the U.S. Government defines value engineering as a multidiscipline method for enhancing building value by improving the relationship of worth to cost through the study of function.

At year's end, preliminary research had been completed and a request for proposals was being developed.

#### Decentralization of the Bureau

On May 24, 1974, the Bureau was told to decentralize when ready. Consequently, preparations were made to assign three School Plant Specialists to Regional Offices of the Department, one to the Northeast Regional Office in North Andover and two to the Southeast Regional Office in Lakeville, effective July 15, 1974. Other transfers will follow when space, personnel, and funds are available.



## Long-Range Planning for Resource Allocation

Action to computerize the fiscal data relative to grant payments was initiated. At present an interactive computer-based system with access through an SBAB-located portable terminal operating via land line telephone is contemplated.

In an effort to review the method of making predictions of capital outlay needs, a request for a Governor's Fellow with extensive operational experience in economics as related to construction was made in May. As the close of the Fiscal year it was learned that the request was receiving favorable attention. (A subsequent letter from the Fellowship Office suggested a starting date of January or February 1975.)

### Feedback Program Planning

As a check on the quality of buildings and the workability of planning precepts, a program was planned to provide feedback to SBAB on the workability of buildings and the degree to which these buildings proved to be supportive of the identified program. Commencing in the fall of 1974, the program will be systematically implemented in selected projects operational at least one year.

### Retrieval System for School Plant Data

In process is the development of a retrieval system for school plant data. The design of this system is scheduled for completion in the fall of 1974. Initially it is planned to create an inventory of all public schools in the Commonwealth. It is contemplated that the data bank will include information on date and type of construction of original facility and additions, site information, type of heating, and other facility data. Projects will be added to the bank as approved, thereby keeping it current. The system will permit rapid research on facilities in a variety of ways.

### Planning Guide

The 1972 edition of the facilities planning guide is being updated. The next edition will be published in loose leaf form to accommodate easy updating.

### Survey Guidelines

Survey guidelines have been codified and pilot tested. Final draft will be scheduled for approval in the fall of 1974.

## II PERSONNEL

A number of personnel changes have occurred in the Bureau during fiscal year 1975.





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School Plant Specialist Elton B. Smith who had performed the functions of Chief School Plant Specialist was appointed Assistant Administrator effective July 29, 1973, to replace Assistant Administrator Ralph W. Brown who had retired to Florida earlier in the month. Mr. Smith's appointment had been in effect just over an hour when Administrator John E. Hodgen died suddenly.

A temporary administrative team consisting of Mr. Smith, Head Administrative Assistant William J. Curley, and School Plant Specialist John A. Calabro, assistant to the Associate Commissioner, was appointed to lead the Bureau on an interim basis. On November 27, 1973, the Board appointed John A. Calabro to be the fifth Administrator of the Bureau.

School Plant Specialist John Blackhall Smith who had announced his retirement several months earlier, departed the Bureau in August for a Florida retirement.

In January, 1974 the Board appointed the first female School Plant Specialist, Miss Christine M. Lynch, who was assigned to the office of the Associate Commissioner for School Facilities to perform program-related administrative duties.

In February and March, respectively, two school plant specialists were appointed to the staff. Alan L. Chace formerly of the Division of Occupational Education and John Gorman, a planning specialist in Boston's Educational Planning Center, brought the Bureau's personnel up to full complement.

In May, 1974, Administrator John A. Calabro received his Ph.D. degree in administration and supervision.

### III PROJECT APPROVED

During the fiscal year the Bureau recommended for Board of Education approval projects as follows:

	<u>Number</u>	<u>Estimated Grant Amounts</u>
New Construction	18	167,674,797
Additions	10	22,820,347
Rehabilitation	7	11,128,310
Additions and Rehabilitations	16	49,262,873
TOTALS	51	\$250,886,327

### IV ACTIVITIES RELATED TO BOARD PRIORITIES

#### Occupational Competence

The School Building Assistance Bureau continues to assist in the planning and funding of regional vocational technical schools as well as occupational education spaces in comprehensive and general high schools in cooperation with the Division of



Division of Occupational Education. In FY 1974 planning was begun on a unique school to serve the greater New Bedford Area. This will provide instruction in a number of occupational specialties including marine fisheries trade specialties. In this connection a waterfront facility consisting of a pier, building, and some land was acquired to accommodate the mooring of a fishing vessel and spaces for instruction in marine propulsion and auxiliary engines. This is particularly appropriate in the year 1974 as the United States and other nations begin the International Law of the Sea Conference in South America and continuing interest is being shown in extending seaward the national boundaries to preserve the nation's fishing grounds.

During 1974, the Bureau recommended approvals of four regional vocational technical schools.

To facilitate work with the Division of Occupational Education, the Bureau appointed a School Plant Specialist with experience in the field of occupational education. Additionally, a liaison from the Division of Occupational Education has been operating closely with the Bureau staff and participated in the bureau's four-day training program held in May.

The matter of planning and development of skill centers to provide occupational skills was the subject of a joint meeting of administrators from both SBAB and the Division of Occupational Education.

#### Respect For The Community of Man

The basis for all school plant project is development of the program which the building will be designed to support. Inherent in all curriculum or program development is the concern for providing students with a set of educational experiences leading to an appreciation of and a respect for the community of man. A humanistic approach to the intellectual and affective domains leads to a respect for the community of man. In FY 1974, the curriculum-based planning process led to Board of Education approval of fifty-six school plan projects.





# BUREAU OF SCHOOL DISTRICT- REORGANIZATION AND COLLABORATION

## ANNUAL REPORT

YEAR ENDING JUNE 30, 1974

During fiscal year 1974 staff members in the Bureau of School District Reorganization and Collaboration were engaged in a variety of activities in pursuit of the Department of Education's specific goals of Occupational Competence and Respect for the Community of Man. Staff personnel continued to provide technical assistance to the Superintendent-Directors and School Committee members in the existing twenty-six regional vocational-technical school districts. Furthermore, there has been continual cooperation with personnel in the Division of Occupational Education relative to meeting with local school district officials and encouraging the establishment of additional regional vocational-technical school districts.

One of the top priorities of the Department of Education is to promote and encourage equal educational opportunity for each elementary and secondary student in the Commonwealth. In this regard, small school districts experience unique difficulties as they attempt to provide comparable high quality programs and services to their student populations. On frequent occasions personnel from the bureau have provided direction and technical assistance towards the establishment of adequately-sized and viable regional school districts, the expansion of forty-two fragmented and partial regions into K-12 unified regional school districts and the dissolution or alteration of thirty-eight Superintendency Unions.

The Division of School Facilities and Related Services played a major role in developing a legislative proposal relative to the formation of unified, K-12 districts and the establishment of cooperative/collaborative programs and services. The director of the bureau met with several groups at various locations throughout the Commonwealth to explain the rationale, provisions and intent of the proposed legislation. Both pieces of legislation (House bills 49 and 50) were eventually enacted into law as Chapters 492 and 797 of the Acts of 1974. As a follow-up to this activity, the bureau staff has been requested by the Commissioner to coordinate the interdepartmental review of all collaborative agreements submitted for his approval.

During the past year, the director of the bureau has attended and participated in every meeting of the Governor's Commission on School District Organization and Collaboration. In keeping with this effort of close cooperation with the Governor's Commission, the director of the bureau visited Boards of Cooperative Educational Services (BOCES) in New York State as well as Intermediate Units (IU's) in the Commonwealth of Massachusetts. Bureau personnel made available to the Governor's



Commission and its study groups all relevant data and assisted the Commission in developing a set of recommendations pertaining to the formation of unified, K-12 school districts, the dissolution of Superintendent Unions and the establishment of collaborative programs and services.

The director of the bureau acted as co-chairman of the Personnel Task Force in the Management Improvement Project and was instrumental in implementing a set of recommendations relative to personnel issues, including a position planning and review system.





ANNUAL REPORT

YEAR ENDING JUNE 30, 1974

DIVISION OF SPECIAL EDUCATION

ROBERT H. AUDETTE, ACTING ASSOCIATE COMMISSIONER



## DIVISION OF SPECIAL EDUCATION

This past year has been an exciting year of preparation for Chapter 766. This preparation has involved all elements of the Division of Special Education, the Department of Education, all of the Human Service Agencies, public school administrators, teachers, parents and many other professional and lay segments of Massachusetts citizenry.

The results of this cooperative effort have been realized in a comprehensive set of regulations which provide a sound basis for broad based educational reform affecting all children in Massachusetts. This effort will result in the exciting challenge of implementation over the next decade which will make Massachusetts a national model in the provision of excellence in the education of all children.

Robert H. Audette

### Bureau of Program Development and Evaluation

Robert H. Audette, Director

One of the stated educational goals for the Department of Education is Respect for the Community of Man. The underlying philosophy expressed in the December 1973 Report on Educational Goals for Massachusetts, is that:

Education should provide each learner with knowledge and experience which contributes to an understanding of human similarities and differences which advance mutual respect for humanity and for the dignity of the individual.

The Bureau of Program Development and Evaluation has spearheaded implementation of Chapter 766 with precisely that goal in mind.

During FY74, several new Bureau's were created within the Division of Special Education to aid in full implementation of the law. The Bureau of Program Development and Evaluation was first operationalized in December 1973. At that time, efforts of the small staff were coordinated with the Division of Research Planning and Evaluation. Included in these activities were the design of a census form to collect program enrollment on each public and private school in the State; analysis of information collected on the SPED 15 forms to determine statewide figures on incidence of children with special needs; staff of the Bureau assisted in the development of financial packages to collect data on Chapter 766 reimbursement and provide technical assistance and stimulation of formulas for distribution of \$26 million in advance reimbursement to cities and towns.





In January, staff hired under Federal projects were assigned to the Bureau to develop and disseminate information on implementation. These efforts have concentrated on the following activities:

- Technical Assistance to School Administrators
- Program Development
- Inter and Intra Agency Coordination
- Technical Assistance to the Bureau of Intervention
- Public Information

**Technical Assistance to School Administrators:** The first task accomplished by the Bureau was the development, refinement, and promulgation of the Regulations on Chapter 766. Information collected from numerous task forces, was integrated with interagency policy decisions. Public Hearings were held in Boston and Springfield in March, and the revised Regulations were formally promulgated by the Board of Education on May 28, 1974. 10,000 copies of the Regulations have been printed and distributed to School Administrators, Representatives of public and private state and local agencies and to individual parents, teachers, and students.

**Program Development:** One of the most significant activities of the Bureau, and the key to the success of Chapter 766 and the provision of equal educational opportunities for all children, is the Core Evaluation Model and Process. The Core Evaluation provides an opportunity for all those people who know the child to have input into the development of the educational plan for the child. This process provides a basis for reconceptualizing the present approach to educational services. Students will have individual objectives based on the results of assessments to determine their performance. The process ensures that teachers and parents and anyone who has worked with the child have an opportunity for input. Both assessments and objectives for the child will be stated in terms of observable behaviors that can be understood by those who must implement the plan to meet the objectives. This process provides for an accountable system and provides for movement to less restrictive environments.

The second major effort in program development is the system for provision of educational services to children in institutions. This process insures that the mandates of Chapter 766 are fulfilled for children in institutions. Under the design for the Bureau of Institutional Schools, institutionalized children with special needs will receive equal educational opportunities. Local school systems will participate in core evaluations, and in many cases will deliver the educational plan. A key element in the provision of these educational services will be collaboratives. School systems in close proximity to the institution will collaborate to provide programs in the community or to hire educational staff who will deliver the services in the institution. In other instances, staff of the Division will cooperate with other state agencies to develop residential alternatives to institutionalization and enable the child to return to his/her local school district. Providing educational services to children in institutions is contingent on the core evaluation process. It is the core evaluation process that provides concerned teachers, institutional administrators, and parents with the opportunity to provide accountable educational services which will enable children in institutions to receive appropriate services.



Inter-Intra Agency Coordination: The Bureau has also been extensively involved with representatives of the Executive Office of Human Services, the Departments of Public Health, Public Welfare, and Mental Health, to ensure coordinated service delivery. Through these coordinated efforts, the Division will be able to assist school committees in maximizing the use of available resources and to minimize duplication in development of service capability while insuring a continuum of community services.

In addition to this, the Bureau is developing contacts with other Divisions within the Department to ensure coordination.

Technical Assistance to the Bureau of Intervention: Throughout the past six months, the Bureau has worked closely with the Bureau of Intervention in disseminating information on Chapter 766 implementation.

These efforts have included technical assistance to town meetings, conducting parent training workshops, assistance in the development of teacher training programs, and conducting workshops for the private schools.

Public Information: The Bureau has coordinated with the Bureau of Educational Information Services, the Office for Children, and the Easter Seal Child Advocacy Project in providing public information on Chapter 766.

Activities have included press releases and articles. A toll-free hotline was established with the sole purpose of answering questions on Chapter 766. The major effort, however, has been addressing school organizations, consumer groups, and other interested individuals in formal conferences and informal presentations throughout the state. All of these activities have focused on the goal of heightening sensitivity for humanity and the dignity of the individual.

#### Bureau of Child Advocacy

Keith Rawlins, Jr., Director

Under the Chapter 766 legislation passed in 1972, the Bureau of Child Advocacy was established. Beginning January 1974 a staff was hired, consisting of a director, secretary, and three hearing officers. Work immediately began helping the total staff prepare, review and examine the regulations. To help us, as a bureau, better understand our function, review was made of the law and regulations, other laws affecting our role as hearing officers and how we can be of more assistance to parents, school systems and the general public.

As the year moved along, the bureau applied and received a grant for fifteen thousand dollars for an inservice training program. The Massachusetts Center for Public Interest Law was engaged to assist with the training and produce guidelines for the Bureau and its operation. The role of the hearing officer and investigator are being brought into proper perspective. Chapter 70 of the







general laws and its effect on trial procedure is being evaluated, along with the civil rights of parents and children we will be working with.

In addition to the above the Bureau staff have been answering correspondence from parents regarding proper placement of their children, settling differences between parents and school systems around placement, drawing up appeals chart, setting up and operating workshops with parents and teachers around Chapter 766, and seeking funds for low income people to be represented by counsel at the appeals hearings.

### Bureau of Special Education Management

Benoit H. Charland, Director

Central Office Activities: The bureau in the past year has been actively engaged in initiating and implementing new management procedures and systems within the Division.

Through the generosity of industry and the cooperation of Commissioner Anrig, the Bureau obtained the services of an industry management specialist, who provided technical assistance in preparing a Standard Procedures Manual for the Division.

The management of fiscal resources was further enhanced with the addition of new personnel and the establishment of Budgetary Control Systems to monitor expenditures and billings of the more than 100 private schools which presently service the children of the Commonwealth with special needs.

The inauguration of a transportation computerized system and study resulted in a very successful year in the transportation of children with special needs. To quote the firm's statement of the project, "the most significant result of this program was the reduction of the total cost of transportation contracts by 40%."

Further studies in this area are being planned for the future with the advent of Chapter 766, and the possible cooperative effort of studying the potential collaborative arrangements for a statewide transportation system of children with special needs, involving the local cities and towns.

This possibility could result in eliminating duplication of effort, more systemized routing, safer and more economical services throughout the Commonwealth.

In reviewing the support and care responsibilities of parents whose children are tuitioned by the Commonwealth, a review and revision of the monitoring of this transaction has resulted in an increase of payments by parents from \$2,500 the previous year to better than \$25,000 this past year, a more detailed system of billing and reporting was initiated.



At mid-year, the Bureau was successful in receiving much needed additional personnel in the form of 5 Senior Accountants, 1 Senior Supervisor and 2 Junior Clerks. This additional help has greatly enhanced present staff making workloads more realistic and enabling the process flow of invoices to be as current as a month to month billing and receiving possible.

Budget preparations for fiscal year 1976 have undergone a great deal of change with the advent of a new Department Program Planning and Budgetary Analysis.

The new planning-programming budgeting system will be capable of making a major contribution to greater efficiency in the allocation of resources, and thus will increase the benefits derived from the Department's many activities. It will provide the information and the analyses needed by the Department managers, including the Board of Education, as the basis for an improved ability to make rational choices among the alternatives offered.

II. Regional Offices: Chapter 766 has greatly increased the demands placed upon the Regional Offices and has necessitated the reassessment of personnel for placement in the Regional Offices.

The Division in cooperation with the Bureau of Regional Education Centers has arranged for the orderly planning and transfer of personnel and logistics to the centers.

The increased personnel, together with reassignments to Regional Centers, necessitated a more detailed review of expenditures. A budget analysis of Regional Centers was initiated in order to maintain fiscal responsibility in the administrative accounts.

In order to reduce the demand upon line item accounts for non-public education services, the Division embarked upon a program of strengthening public school delivery systems. A case by case analysis of the total cost to the state for transportation and tuition of a given pupil as related to the expected educational benefit was begun.

In the area of analysis of census and program data generated as SPED-15 (Pupil Census) and SPED-5 (Public School Financial Report), an ambitious 766 Task Force team was able to prepare preliminary census figures and associated per capita costs on a program basis for each city or town.

III. Federal Programs: The following report is a result of the complete audit of our Federal programs and the resulting disposition of FY74 funds.

Detailed reports of program activities and project awards are to be found in other sections of this report.





## Bureau Of Sepcial Education Intervention

Michael V. Moriarty, Director

Learning Disabilities Regulations: On October 29, 1973, interim regulations dealing with Specific Learning Disabilities (pursuant to General Laws, Chapter 71, Sections 46K and 46L) were officially promulgated. These regulations, jointly issued by the Departments of Education, Mental Health, and Public Health replaced the tentative regulations which had been in effect since 1967, and will be in effect until replaced by the Regulations for Chapter 766, of the Acts of 1972 in September, 1974.

These regulations were designed, among other things, to provide safeguards to the civil rights of both parents and child, and diagnostic procedures based on the core Evaluation concept were mandated. Thus, the diagnostic components initiated by the regulations for the Mentally Retarded, promulgated in 1971, were extended to students with suspected specific learning disabilities. Many of the procedures in these regulations were intended, then, to be transitional - that is, to prepare school districts procedurally for the implementation of the Regulations for Chapter 766 of the Acts of 1972.

Workshops in Preparation for Chapter 766: The Bureau of Special Education Intervention, through the six Regional Offices, has assisted school districts in complying with the mandates of Chapter 766 by providing a wide range of workshops and information-sharing sessions specifically designed to facilitate the planning efforts of those school districts. The following activities were conducted:

Speaking at various School Committees concerning Regulations for Chapter 766 and the formation of collaboratives

Discussing parents' rights with parent groups

Interviews by various areas of the news media

Conferences with college and university personnel to delineate their role for Chapter 766

Monthly meetings with Directors of Special Education in the region's directly relating with Chapter 766 and its implementation

Telephone interviews with parents, LEA's and others throughout the school year regarding Chapter 766

Administering the distribution of the Lexington and Maryland Video Tapes for general public viewing.

Interaction with other State agencies defining their role in Chapter 766



Development of a Tape-Slide Program for the Visually Handicapped

Development of a brochure for regular classroom teachers in handling visually handicapped children

In-service workshops for Directors of Special Education in the region regarding Chapter 766

In-service workshops for private school administrators and teachers regarding their role in Chapter 766

Workshops were conducted for Regional Center personnel as well as for the Division of Special Education personnel.

New Programs for Low-Incidence Handicaps: The following school districts initiated itinerant teacher programs for visually handicapped children during the 1973-74 school year: Holyoke, West Boylston, Shrewsbury, Franklin, Dunstable, Chelmsford, Andover, North Andover, Boxford, Topsfield, Middleton, Danvers and Watertown.

These additional school districts represent a 23% increase over the previous year.

Commencing in September 1974, an additional 48 school districts will have itinerant teacher collaboratives for visually handicapped children.

Collaborative programs for hearing impaired children are currently operational in Framingham, Newton, Concord and Waltham. The Framingham program, located in the New Keefe Vocational School, is preparing thirty-one deaf students for technical careers. The comprehensive high school program in Newton has been so successful this year that enrollment will jump from fourteen for the 73-74 school year to thirty-five for 74-75. Support for the Newton program will come from federal and local funds for the coming year but will be supported through a collaborative from 1975 on. Enrollments in Concord will move from twenty-nine this year to forty-one in 74-75. The Waltham enrollment remains stable.

Beginning on September 1, 1974, a regional program for the deaf and hard of hearing will be placed in the Greater Lawrence area. The City of Lawrence will host a pre-school through grade eight program. Greater Lawrence Regional Vocational School will maintain the high school component. The Cities of Lowell, Amesbury, and Leominster will conduct pre-school early elementary satellite classes for children too young to travel to the regional program. Towns hosting satellite classes will be discouraged from extending services beyond the second grade. In addition to the teachers with specific classroom responsibilities, staffing





will include a Regional Project Director with responsibilities for supervision of the regional program as well as all satellite classes within the region, and an itinerate Speech Pathologist. Guidance personnel will be included at a later date.

The City of Brockton will host a program similar to the one described above. The vocational high component is located in the Canton-Blue Hills Vocational School. Satellite classes are already in place in the towns of Duxbury, Fall River, Wellfleet, New Bedford and Stoughton. As the Brockton program expands, the Stoughton program will phase out.

The development of a public school Regional Collaborative in the Worcester area will focus on the Worcester Public Schools as the pivot; further, exploration of a possible private school-public school collaborative in the Springfield Region will ensue, focussing on the Willie Ross School for the Deaf, Longmeadow.

The following school districts and collaboratives will be conducting program for multi-handicapped school-age children:

Brookline, Newton;

The Education Collaborative of Greater Boston;

Marshfield, Plymouth, Carver;

Concord Area Special Education;

Ipswich and Triton Collaborative;

North Shore Consortium;

Tri-City;

New Bedford;

Lexington, Arlington, Burlington;

Framingham, Ashland, Holliston, Wellesley, Sherborne, Walpole, Natick, Sudbury, Hopkinton, Wayland; and

Uxbridge, Upton, Mendon, Hopedale, Grafton, Douglas, Sutton.

Programs for Autistic Children Planned During FY '73 include the following LEAs and Agencies: Lexington, Arlington, Bedford, Burlington, Walter E. Fernald State School and Mystic Valley Mental Health Center

New Collaboratives: The Bureau of Special Education Intervention has been instrumental in encouraging the development of several



new collaboratives. These collaboratives, in September 1974, will initiate the provisions of services which are both cost-effective and cost-beneficial to children with special needs. Services to be offered include programming for low-incidence handicapped students; educational assessment and diagnostic services; programs for general high school students in Occupational Education; and programming for pre-school children.

Teacher Approvals: As of July 1, 1973, the Division of Special Education has issued approvals for those personnel working with children with special needs in the non-integrated part of the program who hold a Massachusetts elementary, secondary, special subject or support certificate and who meet requirements said Division has established. Such approvals have been issued for a specified period of three years and do not predetermine who shall be certified when the Division recommends proposed regulations for the certification of personnel for children with special needs. Such approvals were issued under regulations adopted by the Board of Education under authority granted it by Chapter 71, Section 46, and Chapter 15, Section 1G.

The following indicates numbers of approvals and rejection notices issued by the Division of Special Education between February 1, 1974 and June 15, 1974. This is merely a sample taken from data available within the Division of Special Education.

	Approvals	Rejections
Teacher of Severe Developmental Disabilities (General Laws, Chapter 71, Section 46)	<u>63</u>	<u>46</u>
Teacher of Severe Behavioral Disorders (General Laws, Chapter 71, Section 46H)	<u>48</u>	<u>26</u>
Teacher of Deaf and Hearing Impaired Children (General Laws, Chapter 69, Sections 28&29E)	<u>6</u>	<u>9</u>
Teacher of Visually Handicapped Children (General Laws, Chapter 69, Section 32)	<u>17</u>	<u>3</u>
Instructor of Perceptually Handicapped Children (General Laws, Chapter 71, Section 46K) (Teaching Certificate not required)	<u>755</u>	<u>52</u>

At this time interim standards of approval are being developed to comply with areas of approval listed in the Regulations for the Implementation of Chapter 766 of the Acts of 1972. Such new standards are expected to be forthcoming after September 1, 1974.





Private Schools: During FY '74 thirteen mini-schools were approved for children with special needs. These schools provided educational, psychiatric, and psychological services to children whose needs preclude placement in a "regular" educational facility at this time.

Also, in FY '74 an evaluation of all mini-school programs in the Commonwealth was initiated. This report is expected to be completed by October 15, 1974.

The following schools were granted initial approval in FY '74:

Beacon School;  
Kingsley School;  
Southeastern Academy for perceptually handicapped children;  
United Cerebral Palsy, Newton - for physically handicapped

Schools Re-Evaluated in FY '74: The following four schools were re-evaluated in FY '74 and a draft of new evaluation forms were developed by the New England Program in Teacher Education, Durham, New Hampshire.

Institute of Logopedics  
Wichita, Kansas

Montanari Residential Treatment Center  
Hialeah, Florida

Elwyn Institute  
Paoli, Pennsylvania

Crotched Mountain  
New Hampshire

Federal Funds: Federal funds for the education of the handicapped under P.L. 91-230, Parts B and D are administered by the Division of Special Education in accordance with federal and state provisions.

Principal source of Federal funds for the initiation, development, and expansion of programs for handicapped school children, P.L. 91-230 (Title VI) Parts B and D and P.L. 89-313 present a variety of service possibilities for children with special needs. While Part B continues to be concerned with providing direct services to children with special needs, Part D monies, which had in the past been used principally for individual training programs at graduate level, in FY '74 they were used for in-service training of teachers and were administered mainly by LEA's.

Federal projects personnel receive the cooperation and assistance of field supervisors and educational specialists of the Division.



One of the areas in which federal and state supported personnel combine their efforts is that of preparing a needs analysis in preparation for 766 for each region. These analyses, combined with a study of national predictions of needs and trends form the basis for the establishment of state priorities for the distribution of 91-230 Part B Funds.

Priorities set up for the 1975 fiscal year in line with 766 mandates included individual town and collaborative efforts in:

- Diagnosis and Intervention;
- Pre-School programs;
- Programs for the E/D at elementary and secondary level
- Programs for L/D children;
- Programs for multiply handicapped;
- Secondary level programs - career education
- Programs for low incidence handicapped
- Programs for P/H children

These priorities reflect local needs to fill gaps in existing programs, enlarge current programs to serve additional referrals, and initiate new programs.

Part B funds under 91-230 totaled \$1,238,000 of which \$100,000 was retained for administration. The balance was allocated on a per capita basis to each of the six Regional Education Centers, where projects submitted by the LEA's and designed to implement Chapter 766 were evaluated by a regional committee. Later in the year, funds still unallocated, or unexpended, were combined, and a call for projects issued. These small projects permitted the early start for some services originally scheduled for the 1974-75 school year, as well as the acquiring of some instructional resources. A total of 142 projects were funded under Part B.

Another area in which LEA's had been unable to make adequate budgetary provisions to meet anticipated needs arising from 766 was that of providing in-service training. Part D of 91-230 provided \$160,000 for the Commonwealth of which \$28,000 was retained for administration, and \$132,000 used for programs. The thirty-three projects funded were designed to cover the entire geographic area and to provide in-service programs for teachers of children with special needs, those for regular grade teachers, for principals and other administrators, and for parents.

Monies under 89-313 were used to initiate or expand services provided by state operated, state supported schools, or non-profit agencies dedicated to the delivery of services for the handicapped. Of the total budget of \$3,200,000 administered by the Division of Special Education, the Department of Education's allocation was \$1,400,000 which funded sixty-eight (68)





projects, with \$1,200,000 going to sixteen (16) projects proposed by the Department of Mental Health, \$500,000 to Department of Public Welfare for nine (9) projects, and \$160,000 to Department of Public Health for six (6) programs.

Projects funded have provided for the implementation of 766 in advance of the September 1, 1974 deadline. They are indications of the general acceptance by LEA's of the new legislations, and the expansion of special educational services which it entailed. Early identification and intervention; the delabelling and mainstreaming of children with special needs; individualized prescriptive instruction and vocational training are areas of greatest interest. The fostering of collaborative efforts such as that of providing a complete local secondary program for deaf students may indicate a new trend in the delivery of services. Projects funded showed a variety of innovative approaches to providing for children with special needs.

To the estimated 12,472 children receiving services under provisions of P.L. 91-230 and P.L. 89-313, should be added the many thousands who benefitted from indirect services through these federal grants, but this is not the only measure of the impact of these federal funds.

Library for the Visually Handicapped: During the school year 1973-74, the library gave service to 54 functionally blind children dependent solely on tactual and aural media, and 371 other visually handicapped children dependent upon visual (large type) materials. Library services were extended to all children in public and private schools of Massachusetts. Limited service was provided for Department of Mental Health institutionalized children.

A slight drop in the total number of children serviced was partially due to a number of visual aids purchased for the children on the 100% reimbursement plan. These devices ranged from the hand held magnifiers to large and expensive magnifiers like the optiscope and closed circuit television enlargers.

The library facility continues to be visited regularly by all itinerant and resource specialist from across the state for the purpose of direct consultation with all library staff regarding local needs.



ANNUAL REPORT  
YEAR ENDING JUNE 30, 1974  
REGIONAL CENTERS  
JOHN E. KEARNEY, DIRECTOR





In keeping with the policy directions set by the Board of Education and the Commissioner of Education's plan to direct resources in fiscal 1974, the Regional Centers' Annual Report contains a summary of programs and activities relating to the goals of Occupational Competency and Respect for the Community of Man. The Report also contains information about other programs and activities of the Centers that support either directly or indirectly the fulfillment of these goals and the other eight goals of education in Massachusetts.

Occupational Competency - During fiscal 1974 the Regional Centers established ad hoc review committees composed of professional and lay people that became actively involved in planning occupational competency programs. These committees were and are concerned with assisting the Department in developing recommendations for improving occupational and career awareness programs.

In cooperation with personnel from the Division of Occupational Education and the Division of Special Education, the Regional Centers have planned for and helped in the implementation of expanded occupational, vocational, work study, career awareness and job cluster training programs at high schools and vocational technical high schools throughout the Commonwealth. In addition, the Regional Centers have provided placement assistance and have participated in organizing programs in occupational competency for students with special needs.

This past year saw the formation of a number of collaboratives among vocational technical high schools and academic high schools for the express purpose of providing more options for secondary students. The collaboratives for the most part were organized and made operational through the combined efforts of personnel at Regional Centers and their colleagues in the public schools.

Collaboration among a number of school districts for specific programs and/or needs has been very successful. More, rather than less, collaboration is anticipated in the future for a variety of programs. As a result, Regional Centers will become even more actively involved with local school districts, not only with occupational competency programs, but with the entire range of school activities.

Workshops have been held in all Regional Centers through the year in distributive education, evening practical arts, home economics, consumer education and industrial arts.

In conjunction with the development of career awareness



programs in grades K-12, a team presentation for local education agencies has been developed to demonstrate the integration of occupational skills with the entire elementary school curriculum.

All Regional Centers have participated in project writing and technical assistance workshops to assist LEA's in applying for Title III ESEA model programs planning grants. In addition Centers have provided broker service for the Division of Occupational Education sponsored projects such as CEDIS (Career Education Document Information Service), Project CAREER, Project Ed/Model and Project Mobile. Staff members have also been members of review teams for Special Education proposals for vocational technical schools.

Communication and information networks among school districts and Regional Centers have been formed for the exchange of information and materials about innovative career education and occupational competency programs operating in various school districts. Centers have not only encouraged the exchange of information but have encouraged actual exchange of administrators and students between schools on a short-term (one or two day) basis to provide them with the opportunity to see and experience different programs being offered in the schools.

Throughout the year, the Centers have participated in the monitoring and evaluation of federally funded programs.

In keeping with the Board of Education's and the Commissioner's plan for directing the Department resources in fiscal 1974, the foregoing paragraphs have been directed. It is to be emphasized here that the major thrust of the Regional Centers this year in regard to occupational competency have been in the areas of: (1) Establishing ad hoc review committees, (2) Encouraging and actively participating in the organization and development of collaboratives and consortiums among academic and vocational technical high schools, and (3) Providing technical assistance and expertise in project writing for LEA's.

Respect for the Community of Man - This past year has seen the move toward the implementation of Chapter 766 for September of 1974. As a result of this legislation and because of its many ramifications, all personnel at Regional Centers have become involved in assisting local school districts in formulating their plans for children with special needs.

In all regions regular meetings for teachers, directors of







special education, principals and superintendents have been held on an ongoing basis. These meetings at the Regional Centers provide school personnel with the opportunity of exchanging information among themselves, the opportunity to talk with staff regarding special problems or situations they may have and the clarification and interpretation of Chapter 766 guidelines and regulations.

Personnel from the Centers have met with parents and other interested citizens to explain the intent of Chapter 766 and the challenge presented in its implementation.

Centers have been actively engaged in assisting school districts in the formation of collaboratives so that they may better serve the special needs students. These collaboratives have been formed to serve a variety of purposes within the context of Chapter 766. First, for organizing teacher training programs. Many classroom teachers are uneasy about the prospect of having "different" students in their classroom. By organizing teacher training programs, the Centers have provided a real service to their constituency. Collaboratives are an effective and efficient way for communities to handle low incidence children and to provide equal education opportunities for children particularly in the small towns as well as providing for a broader range of diagnostic and clinical services for special needs children.

Regional Centers have established special needs advisory councils representing all public, local and state agencies. These special needs councils have been formed to assist the Department in implementing policy relating to Chapter 766.

In cooperation with the Division of Special Education, the Centers have provided technical assistance to LEA's for proposal writing. In addition, staff of Regional Centers have been part of the teams reviewing Title III Special Need (Chapter 766) proposals.

Though the priorities established by the Board this year dealt with Occupational Competency and Respect for the Community of Man, specifically, there were many programs and activities at the Centers that had an effect on these goals and are indeed a part of them.

Each Center's Regional Advisory Council met on a regular basis to keep Centers informed about the attitude and feeling of the public regarding education as they perceived them. These meetings are extremely helpful in that they provide



valuable feedback to the Department. Also meeting on a regular basis were the Needs Assessment Advisory Councils in cooperation with the Office of Executive Planning. These councils helped in the design of a statewide assessment program.

Student Advisory Councils met regularly at the Centers with their Department of Education representatives. It is worth noting that these meetings were always well attended. Students at these meetings were actively involved in dialogue about student rights and responsibilities. These young people are a credit to their schools and communities as demonstrated by their willingness to come to grips with issues of concern to them.

Regular meetings of the Citizenship Task Force were held during the year at the Centers. These meetings were concerned with the development of guidelines for citizenship education in Grades K-12 to implement the General Laws, Chapter 69, Section 10A and Chapter 71, Section 2 that charge the Department of Education and the public schools to exercise their leadership in preparing students for responsible citizenship.

Again Regional Centers have encouraged and have been actively engaged in the formation of school district collaboratives covering a wide range of school programs and activities. Among these programs and activities have been computer assisted instruction and environmental education collaboratives: consortiums of teachers and administrators in curriculum development for mathematics, science, arts and humanities, reading and language arts and bilingual education.

Collaboratives have been organized for administrative seminars and teacher in-service programs. These collaboratives have three components--the local school districts, the Department of Education Regional Centers and the universities, colleges and junior colleges in the regions.

Within single school districts, school unions and regional school districts, the Department of Education personnel have sponsored workshops and seminars in the organization, administration and curriculum development in open concept/open space schools, middle and junior high schools, Max Ed/Open Campus programs and kindergarten/early childhood programs.

Among other services provided by the Regional Centers have been media production facilities, 21" Classroom previews, workshops for classroom use of television. Centers also have collections of books from the Bureau of Library Extension







available for loan to public school personnel.

Each Center sends out a monthly calendar to their respective school districts listing programs, activities and events within the region and the Commonwealth of interest to educators. Also included in the calendar are notes on specific programs going on in schools plus notification of national conferences.

Each Center has the complete ERIC system (Educational Resource Information Center) that provides each school district with easy access to all current educational research and has proved by its use to be of great value to the educational communities in the region and for personnel in the Centers as well.

In keeping with the Board of Education policy and the Commissioner's plan, the regionalization process continues. All Centers have had dramatic increases in the number of staff during the past year. The growth has been most welcome and has provided the Centers with the opportunity to provide more services for the publics they serve. The addition of personnel from School Building Assistance, School Lunch, Auditors, as well as those from the Bureaus in the Divisions of Curriculum and Instruction, Special Education and Occupational Education have contributed greatly toward building strong educational leadership for the Department throughout the Commonwealth.



It is important to keep in mind that the Regional Centers are not mini-departments of education, but are integral parts of the entire department. Yet because of their locations and the various publics they serve, each has a distinctive corporate personality and each provides a wide range of educational leadership and services that reflect department policies and priorities. To this end, each Center has developed programs and generated activities in the field that, because of their proximity to their constituency, best served the needs of the public. Among these programs and activities were the citizens involved in education programs; participation in the formation of the New England League of Middle Schools, Inc.; a summer institute for early childhood education; joint purchasing arrangements among school districts; transportation of special needs students; computer scheduling; work study and career awareness programs.

The above are a sampling of programs and activities that would be representative of department goals and priorities, but because the Regional Centers exist, the department was better able to serve the public.





Annual Report

Year Ending June 30, 1974

Bureau of Equal Educational Opportunity



The major undertaking of this Bureau in FY 1974 was related to racial imbalance issues involvement in litigation and administrative hearings and development of implementation schedules for racial balance plans in Boston and Springfield.

FY'73 closed with the Board's Order that the Boston School Committee implement the Short Term Plan in September 1974. The committee challenged this Order in court; the Supreme Judicial Court heard arguments in September and affirmed the Board's Order on October 29th. The subsequent months saw intense activity over an implementation schedule and modifications to the plan, and required a number of further Board orders and court appearances. The Board approved a number of modifications in March, and announced that the Plan was then complete. This process required much technical work by the Bureau of Equal Educational Opportunity and close coordination with the Assistant Attorney General. Boston School assignments were mailed out on April 1st, and the next several months saw the development of safety and transportation plans and other implementation measures. The Bureau of Equal Educational Opportunity monitored this process closely. On June 21, Federal District Court Judge W. Arthur Garrity issued his long-awaited decision that the Boston Public Schools were deliberately segregated, and enjoined the School Committee from failing to comply with the timetable for implementing the Short Term Plan. He began a series of weekly hearings to oversee progress and devise further remedies.

In Springfield, at the start of FY'74 it became clear to the Board that little progress has been made since September 1972, when the Supreme Judicial Court ordered development and implementation of a racial balance plan for Springfield by September 1973. The Board ordered hearings to begin, in Springfield, on August 1, 1973. The State Task Force presented the Six District Plan developed by the Springfield School Department, with Superintendent Deady as chief witness. After several weeks of hearings, Hearing Officer Peter Roth recommended to the Board the adoption of the Six District Plan. The Board heard arguments in Springfield and issued its Order on October 31, 1973. The Order was appealed, and upheld by the Supreme Judicial Court on May 1, 1974. The Bureau of Equal Educational Opportunity consulted frequently with the Springfield School Department in the development and following of an implementation schedule, including safety and transportation plans, although this process was impeded, in the last months of FY'74, by the uncertainty over the future of the Racial Imbalance Law.

The annual struggle over the Racial Imbalance Act began with public legislative hearings on April 3 and 4, 1974 which considered 33 bills designed to weaken, replace or repeal the act. The testimony of scores of witnesses was carried live by TV, providing a local alternative to the Watergate Hearings! On another level, on April 16th, the Supreme Judicial Court advised the Governor that an Act requiring a referendum in Boston on busing would be unconstitutional if binding; a non-binding referendum was held in May, attracting a low turnout. On April 30th, the legislature repealed the Racial Imbalance Act. On May 10th, the Governor announced his veto of the repeal, and his intention to file legislation to replace the mandatory aspects of the Racial Imbalance Act with voluntary programs and financial incentives. The bill was filed on May 21





and hearings were held May 29th, leading to an unfavorable report. A substitute bill was devised by the legislature, adopted and signed by the Governor on July 26th, together with a supplemental appropriation of \$9,266,000. It does not appear, however, that the amendment will affect the implementation of balance plans in Springfield or Boston.

FY'74 began and ended as a year of expansion and growth for the METCO program. In September 1973 over 2,000 students were enrolled in METCO in Boston and Springfield: in the Springfield program, Southwick joined East Longmeadow, Hampden and Longmeadow for a total enrollment of 117 students; in Boston, 1914 students were enrolled in over 120 schools in 31 different school districts. Additionally, in the spring of '74, community groups from towns in the Boston and Springfield areas sought information about bringing METCO to their communities for the coming year. Efforts to gain school committee approval were successful in Bedford and Melrose, bringing a total of 97 new places for METCO students in September 1974, in addition to substantial enrollment increases in other METCO communities.

Support services to participating schools provided by the Metropolitan Council for Educational Opportunity kept pace with the expansion in enrollment. In addition to responsibility for transportation logistics, student selection and placement, and parent liaison, staff was reallocated to impact more directly on in-service work to school personnel rather than individual student needs. Curriculum and guidance services are two prime areas of concentrated effort by METCO staff to assist teachers and school administrators address the needs of minority students more effectively.

In an attempt to control the spiralling costs of transportation for the program, Concord Research Corporation was contracted to analyze existing transportation routes and procedures to make recommendations for greater efficiency and economy. The encouragement of collaboration among towns has advanced this goal and increased effort will be directed toward this end in FY'75. Administrative review, at the State level, of programs and funding proposals was intensified to effect better managerial control of the Department's responsibilities for this program. In anticipation of a greatly increased level of funding for the METCO program, a staff member was added in the Bureau of Equal Educational Opportunity at the end of the year to review transportation costs of the various communities and examine alternative methods of operating and coordinating these services.

As FY'75 begins, METCO shows an increase of 20% in Boston and 15% in Springfield. Overall, METCO enrollment for FY'75 will increase 19% to a total of 2429 students. The program now operates in 37 school districts and in approximately 160 schools in the Boston and Springfield areas.

Steady progress was made in FY'74 toward the overall implementation of Chapter 622. In May 1973, the AdHoc Committee for Chapter 622 was appointed by the Board with the express mission of developing Recommendations to school districts regarding this law. The Committee itself represented the broad-based education clientele affected by Chapter 622-





parent and teacher groups, vocational, occupational, physical and career education specialists, students, minority groups, school administrators and women's groups.

After meeting from July to October the Committee presented a preliminary report at the October Board meeting. The Board voted unanimously to receive the report; the Board also voted to conduct three public hearings to enable a wide range of educators, parents, students, community and women's groups to offer suggestions and reactions to the proposed document.

Hearings were held in Boston, Worcester and Springfield in January, 1974. Following revisions in the draft document based on the hearings, the Recommendations were presented and unanimously adopted by the Board on March 26, 1974.

Distribution of the document, which addresses school admissions, admissions to courses, guidance, course content and extra-curricular activities, has been state-wide (5,000 already distributed, an additional 5,000 on order). Steps have been taken to set up Regional Advisory Committees on Chapter 622 in all of the Regional Centers, with the Springfield Committee developing a model approach for advising local schools on compliance matters related to the law. The Bureau has provided technical assistance for complying with the law to five school systems, related to developing an equitable enrollment system for all Industrial Arts and Home Economics courses, which would open the classes to students of both sexes on an equal basis. Additionally, Bureau staff has met with superintendents, principals, athletic directors and teachers at several conferences to explain how the Equal Educational Opportunity Law relates to the problems of women and minorities in the public schools. Emphasis has been placed on the need for change and the effects change will have on school systems.

One of the more important target areas for 622, which requires reassessment of programs from the administrative level on down, is that of vocational education. Visits were made to 9 vocational schools to determine the kinds of job training opportunities offered to female students. Evaluations will be made on how best to make programs available to students not previously encouraged to participate. And finally, at the end of the year, posters were designed to describe students' rights under 622.

This office also has continuing involvement in the area of bilingual education programs for compliance with the Equal Educational Opportunity Law, coordination of efforts to extend adult programs to the non-English speaking through bilingual methodology, work with Vocational Education on programs for the Spanish-speaking in Boston, development of Hispanic culture curriculum, and setting up a Linguistic Training Institute for non-English speaking job trainees. This work has been done in conjunction with the Bureau of Transitional Bilingual Education, and community organizations related to bilingual education.

In short, this was a year in which the efforts of this Bureau since FY'71 - including many setbacks and frustrating delays - were translated





into solid blueprints for racial integration and equal educational opportunity. At the end of FY'74 the Bureau was able to look ahead to an implementation phase supported by the authority of the courts, the Commissioner, and the Board of Education, in which these benefits will be extended to many thousands of children in Boston and Springfield and throughout the Commonwealth.





